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ABSTRACT

This document presents four project workshop reports sponsored by Project VOICE voluntary opportunities for inspiring coordinators for education. Program-wise the two regional conference main sessions were designed to cover similar topics for providing background, current information about, and directions toward which volunteerism in education seemed to be moving. The discussion groups concentrated on the functional aspects of organizing, operating, and evaluating volunteer programs in education. Emphasis tended to center around the problems of recruiting, training, and retraining volunteers. The Washington Metropolitan Area Workshop and the local one for the District of Columbia cooperating schools were limited in scope. Focus was placed on particular aspects of coordinating volunteers in education, clarification of roles, functions, relationships, and program structures. Evaluation by outside consultants indicated that the workshops exerted a positive influence, but in differing degrees. (Related documents are SP 006 104, 006 105, 006 106.) (MJM)

ED 070140

WASHINGTON TECHNICAL INSTITUTE

DIVISION OF RESEARCH AND DEVELOPMENT

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VOICE

VOLUNTARY OPPORTUNITIES FOR INSPIRING COORDINATORS FOR EDUCATION

THROUGH

TRAINING - WORKSHOPS - PUBLICATIONS

SP 005 910

Project Workshop Reports
1971

Project VOICE

PROJECT VOICE
of
WASHINGTON TECHNICAL INSTITUTE
1971 WORKSHOPS

INTRODUCTION:

A year ago (October 1970) Project VOICE received a U.S. Office of Education grant through the Volunteers in Education, B.E.P.D. programs to conduct two regional workshops. These were to be for Region V (mid-western states) and Region IV (southeastern states).

VOICE's orginal proposal for 1970 funding included an item for a Washington Metropolitan Area Workshop of administrators, supervisors, and coordinators of volunteers in education. Similarly the VOICE budget contracted for 1971, contained provisions for a workshop in which the participants are specified as teacher-sponsors and coordinator-trainees of volunteers.

The purposes of the regional workshops were to: (1) disseminate information about and stimulate interest in volunteers in education, (2) convey to local and state education officials the values of an organized program of volunteer services in the schools, and (3) publicize the role of a coordinator of volunteers in education as a career opportunity to be incorporated into regular school staffs.

Objectives of the Washington Metropolitan Area Workshop for administrators, supervisors and coordinators of volunteers in education were to: (1) clarify the role-relationship of a coordinator to the school's volunteer program, and (2) provide a forum for personnel on the various school levels to discuss means for strengthening their volunteer programs. The teacher-sponsor and coordinator-trainee workshop was designed to assess any problems encountered in the school volunteer program and explore the potentialities for maximizing the services of volunteers in improving students' progress in the school.

Approximately 500 administrators of schools, and of volunteer programs, university and public school personnel, coordinator-trainees, student tutors and other volunteers attended these four workshops. The representation included the District of Columbia and the following states: Alabama, Florida, Georgia, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Mississippi, Minnesota, Missouri, New Jersey, New York, North Carolina, Ohio,

Oklahoma, Pennsylvania, South Carolina, Tennessee, Virginia, West Virginia and Wisconsin. A person visiting from Nottingham, England attended the Region IV Workshop in Atlanta. In terms of geographic spread, as well as in focus on the District of Columbia as its project locale, VOICE workshops during the year 1971 together constituted a major thrust forward in the volunteers in education field.

Program-wise the two regional conference main sessions were designed to cover similar topics for providing background, current information about and directions toward which volunteerism in education seemed to be moving. The discussion groups concentrated on the functional aspects of organizing, operating and evaluating volunteer programs in education. Emphases tended to center around the problems of recruiting, training and retaining volunteers.

The Washington Metropolitan Area Workshop and the local one for the District of Columbia cooperating schools were limited in scope. The reason was that through focus on particular aspects of coordinating volunteers in education, clarification of roles, functions, relationships, and program structures should result. This did prove to be a practical approach to problem solving as well as stimulating interest in initiating school volunteer programs.

Evaluations by outside consultants of the separate workshops conducted by Project VOICE indicate that the objectives were achieved in varying degrees. Participant expressions were favorable in regard to the content and contact values of all of the workshops. Criticisms were made of occasional weak discussion groups leadership and of the limitations in time to exchange ideas and share experiences. The fact that participants indicated their desire for additional workshops was a heartening sign that as an instrumentality for promoting the volunteers-in-education movement, all four VOICE workshops did exert a positive influence in differing degrees. Reports of individual workshops are attached.

From Project VOICE's experience with these four workshops one major conclusion is that the real dynamics lie in advance group planning. This should be done by persons representative of the area to be served by the workshop. They know the volunteer interests, programs, problems, needs and resources of their respective communities. Together their suggestions form a realistic base for program and publicity. Thanks is due from VOICE to many such individuals who contributed valuable time, ideas and efforts to develop workshops of practical value for promoting the growth of volunteers in education.

Irene C. Hypps, Ph. D.
Director
Project VOICE

Project VOICE

Voluntary Opportunities for Inspiring
Coordinators of Education
Report on:
Washington Metropolitan Area
Workshop For
Administrators, Supervisors and
Coordinators
February 27, 1971

Project VOICE

WASHINGTON METROPOLITAN AREA
1971 WORKSHOP
FOR
ADMINISTRATORS, SUPERVISORS AND COORDINATORS
OF
VOLUNTEERS IN EDUCATION
FEBRUARY 27, 1971

In the initial proposal for funding a training program for volunteer coordinators for education, one of the listed objectives was to aid in relations with school personnel. This meant that school personnel as well as volunteers should become involved through the training. Administrative and supervisory officers are key figures in the development of a volunteer program in the school's setting. Certainly the productive utilization of a coordinator of volunteers depends on their understanding of what a coordinator's role is and how this new volunteer role is to be integrated into the school's organization.

For this reason a workshop was sponsored at Washington Technical Institute for administrative and supervisory personnel from cooperating schools in the District of Columbia and from school systems with volunteer programs in the adjacent Maryland and Virginia counties. One hundred and fifteen persons attended. Mrs. Arie Harrington, a volunteer and career student at Washington Technical Institute presided. The President of Washington Technical Institute, Dr. Cleveland L. Dennard, and the Superintendent of the District of Columbia Public Schools, Dr. Hugh Scott, spoke at the opening session on the values and needs of volunteers in education.

Dr. Dennard stated that, "we are to draw on the competencies of volunteers who are available in the community whether they be professional or non-professional. Here at the college we are working to develop leadership for the volunteers so that they can serve wherever it is necessary be it in the classroom or with the individual child or whatever.

The acceptance on the part of the professionals of the community people in order that a joint effort might be realized is what we are trying to do."

Dr. Scott explained that a partnership is necessary to bring about a better relationship on the part of the colleges, universities, businesses and schools.

"There is a need for someone to coordinate all of these groups, who can stand up for the right of the professional, the right of the community and the right of the student.

It is very important that each teacher have one volunteer to help her move toward individualized instruction, and that the partnership will join together in seeking and securing all necessary funds to make the program successful.

No one can operate in isolation. We must call on the community and its people and services to join hands with the principals, teachers and other professionals to make the schools in the nation's Capital the largest and best program of its kind anywhere in the country for a school of its size."

A panel of VOICE staff and coordinator-trainees, along with the principal of the Macfarland Junior High School, discussed the project's training program. A demonstration of "Transactional Analysis" as a communication skill concluded the general session.

After a coffee break the workshop participants divided into "buzz" groups according to their school levels. Each group was asked to consider how to maximize volunteer services within its own area. Discussion summaries by the recorders are immediately annexed.

Project VOICE

REPORT FROM BUZZ GROUP OF CENTRAL ADMINISTRATION AND SUPERVISION

The chairman of this group was Mrs. Marguerite C. Selden, Assistant Superintendent of Continuing Education, Summer Schools and Urban Service Corps. Resource persons to the group were: Mr. Benjamin Henley, Vice Superintendent of the D.C. Public School; Mrs. Addie Harper, Director of Tutorial Services of D.C. Public Schools and Mr. Arthur Schertzer, Department of Personnel, D.C. Public Schools.

Topics discussed were as follows:

I. Should the personnel requirement for this position (coordinator) require two years of college credit as required for classroom aides, assistants and practical substitutes?

A. Know experiences Coordinator has had.
B. Look at the whole person.
C. Hopeful that two (2) years of college credit not be a qualification.
D. Mr. Henley pointed out that two years will sell the program easily.
E. Find out concern with the career ladder.

II. How can a school simplify the coordinator's efforts to recruit volunteers? When should such efforts begin for the school year 1971-72?

A. Round out knowledge of the child.
B. Have partnerships that are meaningful.
C. When efforts should begin - not discussed.

III. Should coordinators and selected volunteers be trained for home visits and family conferences?

A. Social Worker and Teacher should make home visits.
B. Depends on the purpose of the home visit.
C. Use volunteer coordinators wherever capable and work is effective.

IV. How can a school best organize and staff a volunteer program (including tutorial)?

A. Get people interested is the key.
B. Sources: Colleges are most productive. Time did not permit further discussion on all issues.

CENTRAL ADMINISTRATION AND SUPERVISION (Cont'd)

Discussion Questions and Ideas

1. Are there any values in having a coordinator of volunteers in education? If so, what are they? What problems need to be overcome? How can they be solved?

   A. Stabilizing most necessary in the school system.
   B. Imperative to have a leader.
   C. There is an overlap if efforts are not coordinated.
   D. Projection: Have volunteers and a coordinator to assign these volunteers.
   E. Understand the relationship of aides and coordinators.
   F. Recognize the dangerous situation between paid and unpaid volunteers.
   G. Coordinators are badly needed, but will teachers accept the idea of a coordinator training volunteers.
   H. Para-Professionals: Regular schedule and regular pay.
      Volunteers: Find pleasure and fulfillment in donating time, come at their convenience.
   I. Volunteer must qualify themselves if they want to be paid for their services.
   J. Volunteers must be equipped to know what is to be done. Coordinator there to assist, supplement and train in their proper roles.
   K. Hangups: on how to utilize.
   L. Coordinator is an administrative of volunteers. Assignment and schedules.

Mrs. Sarah Mosley,
Recorder

Project VOICE

REPORT FROM BUZZ GROUP OF ELEMENTARY SCHOOLS

The chairman of Group B, Elementary Schools, was Mrs. Alma Felder, Principal of Bruce Elementary School. Mrs. Judine Johnson, Model School Division was the resource person.

Among those participating in the group discussion were: several principals, a representative from the Department of Education, Howard University Graduate School, two counselors, several coordinator-trainees, and others.

It was generally agreed that there are many values in having a coordinator of Volunteers in Education. For example, one trainee contacted every parent in the school. The response was good and many parents became actually involved in the tutoring program. There is initial hostility by some teachers to the program. This is usually overcome, when they realize that the volunteers are not spys, but are there to aid and assist the teachers. In addition to tutoring, volunteers have been used as screeners, hall watchers, etc.

It would be helpful if the principals introduce the volunteers or aides to the staff and students. This would serve to create more respect for the volunteers.

It was generally agreed that this position should not require two years of college credits. The workshop experiences and other training should be sufficient.

Many high school pupils have indicated a willingness to tutor small children every evening from 3:15 - 4:15 p.m. at Monroe Elementary School. Mrs. McClure of Howard University said that college students could be used as volunteers. This would be credited as a part of their field practice.

Constance D. Quick,
Recorder

Project VOICE

REPORT FROM BUZZ GROUP OF SECONDARY SCHOOLS

The group began by discussing the fact that the secondary schools are the most critical areas which need volunteer services. In the secondary schools the volunteer has to deal with problems such as the attitudes of the learner and how to deal and help with these attitudes. One idea brought out was that the tutor gains more than the tutee.

It was a general conclusion that the secondary schools really are in dire need of coordinators. It was also concluded that the Junior High Schools are the most neglected.

Information should be given to the volunteer concerning the school he will be working such as floor plans, assembly days, and class schedule. Workshops or orientation for volunteers should be set up.

Certificates of recognition should be awarded to volunteers.

Homework Centers are to be opened in the Junior High Schools, thus giving volunteers another area to work in.

A suggestion for recruiting more volunteers was made which was to inquire at local private industries and businesses concerning their night employees because there is a possibility that some of them would be willing to give volunteer services during the day.

Mattie L. Briscoe,
Recorder

REPORT FROM BUZZ GROUP OF COMMUNITY SCHOOL PROJECTS

The discussion group began with introductions. Mr. Webb asked the group from Baltimore to tell about their community school program. The project started at Clifton Park Junior High School in 1966. The assistant superintendent in charge has roots in the community. A community council sets policy. The projects have educational, recreational and political goals. At present they have forty-two classes from 8:00 a.m. to 10:00 p.m. Some of the staff is voluntary but an effort is made to employ area people. The political activity has been very successful, they elected 15 out of a slate of 18 to office. Elections have placed the power base for the direction of the program in the community.

The Anacostia Program originated with the 1968 mandate by President Johnson. The emphasis is on the education of children. The assistant superintendent in charge was sent from downtown. A major effort has been to train Reading Assistants. This has been done by two private corporations. There is a Community Educational Organizer who brings community people in and works with the administration. Aides are hired from the community in order to bring an understanding into the classroom and also to upgrade the economic status of the area.

A problem to overcome is the upgrading of volunteers and others in the program. Volunteers are encouraged to get High School Equivalency Certificates. The program is paying volunteers to take reading courses. It is trying to get a local college to work with the project to offer higher education to the paraprofessional. Money is needed for training. Some people would like to enter school but feel inadequate. Where do they get the opportunity for self-improvement?

The Anacostia Project is organized as a sub-system of the D.C. system and therefore has the system's problems. Each school has an advisory board which advises the Anacostia Area Board which is under the D.C. School Board. The Board of Education powers are not delineated from those of the City Council. Therefore authority is very watered down when it gets to the area board and even more so when it gets to the neighborhood. Funding under Title IV poses a problem since federal programs are shortlived, hopes are raised and then cut off. The program needs to free up administrative procedures to put available money to work, and needs to get funds continued. They need to get above emotionalism and map out strategies in order to have more impact. The Anacostia Program is now being evaulated. Mr. Nutall, Deputy Director, of the program stated that in spite of problems the program is moving.

Mrs. Shamwell stated that at the Richardson Elementary Community School many volunteers have been utilized. Forty University of Maryland students are

COMMUNITY SCHOOL PROJECTS (Cont'd)

brought in by bus to tutor. Parents volunteer to baby sit during adult courses. Para-professionals with salaries of GS-2 teach such things as sewing. The hope is that these people can be trained while on-the-job, paying them to go to school this summer. However, programs are being cut and there is now more need to go to volunteer resources.

Among the problems to work on is that block between professionals and para-professionals and volunteers. A positive approach is to go to the community and ask as a friend - please do me a favor - do not approach people as a superior. Also it is important to remember that the administrator sets the tone. A lot of human relations problems go back to the leader whose job it is to help people feel secure. We must recognize the uniqueness of each community when approaching it people. We should know the Neighborhood Planning Chairman as a resource person.

It is more demanding to get all different people to work together productively. Added staff creates the problem of a need for more facilities as well as increasing the difficulty of getting to know each other.

It is basic to human makeup to need a role set up. A re-defination of roles could improve productivity.

When recruiting personnel, keep in mind the possibility of paying a small stipend to volunteers to cover transportation, babysitting, etc. Also consider recruiting through the children. Ask them to contact their relatives and adult friends.

Evelyn Allin,
Recorder

REPORT FROM BUZZ GROUP OF WASHINGTON TECHNICAL INSTITUTE

In this group, discussion focused on some of the basic problems (which affected the coordinators, tutors and students), encountered at Washington Technical Institute (WTI) under Project VOICE. These problems are listed briefly below. They are followed by several suggestions on how Project VOICE can best be maximized at WTI.

Problems:

1. Separation of the program by departments causes confusion.
2. Several tutors experienced difficulty in attracting the students who really needed remedial assistance.
3. Students cannot cope with present textbook reading levels (college).
4. Instructors have not supported VOICE to any significant degree (on the whole).
5. There is presently no method of evaluating tutor successes.
6. Students frequently sign up for tutorial assistance, and then fail to report to a tutor.
7. There has been some difficulty in finding tutors who are available to work for VOICE during the day.

Suggestions:

1. There should be a central location for a corps of Project VOICE tutors to meet regularly during the school day.
2. Project VOICE tutorial hours should be re-structured to fit into the students' regular activity periods.
3. Teachers should play greater roles in the program by:
   a) regularly informing students of the aid available to them through VOICE
   b) conducting a Sutrday workshop to meet with the tutors and potential tutees.
4. Project VOICE can improve its image and effectiveness by:
   a) utilizing campus public relations office.
   b) use of a newsletter to highlight efforts of tutors and other Project VOICE personnel.
5. Development of a Task Force to expand Project VOICE and refine program's controls.

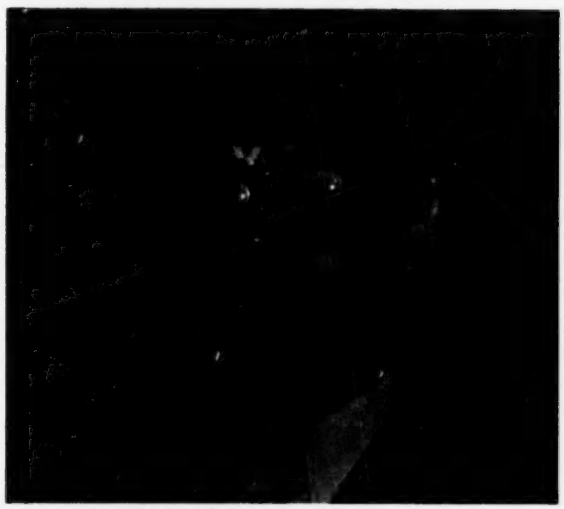
Judith K. Butler,
Recorder

At a final general session the group discussion leaders presented their recommendations. No action was taken but a promise was made that they would be submitted to the person in charge of the official areas within which the trainee coordinators and their volunteers serve. Closing remarks were made by Miss Grace Watson, Director of Volunteers in Education, B.E.P.D., U.S. Office of Education. Her challenge to the audience was that the purpose of volunteers and coordinators of volunteers in education is to benefit children. They are the valuable human resources to be developed through the efforts of us all.

Dr. Hugh Scott
Superintendent
District of Columbia Public Schools

Dr. Cleveland L. Dennard
President
Washington Technical Institute

Miss Grace Watson
Director
Volunteers in Education, B.E.P.D.
U.S. Office of Education



Mr. David Booker
demonstrating
Transactional Analysis

Buzz Group

Buzz Group

Buzz Group

SUMMARY AND INTERPRETATIONS

At the final general session, group reports and recommendations were presented. The latter included a request for a future workshop, that would be broader in scope and sufficiently long in time to include "break" periods. Participants evaluated the "buzz groups" and the demonstration of transactional analysis as a communication skill as workshop highlights.

Excerpts from an outside evaluation by Educational Improvement Services, Inc. state that a summary of the statistical data reveals:

> "... that there is a need for this type of workshop for volunteer in education and that the workshop served the most useful purposes, according to the responding participants, of accomplishing the following:
>
> 1. The workshop gave the participants an experience in which they were able to exchange ideas through small group interaction.
> 2. The workshop presented the opportunity to develop new concepts.
> 3. The workshop served to clarity for the participants what a volunteer program such as Project VOICE is and does.
> 4. The workshop presented points of view of various speakers and resource personnel that were helpful in developing understanding of the roles of coordinators, volunteers, school personnel, tutees, and related areas of education.
> 5. The workshop was presented in a well structured and organized manner that accomplished its aims and goals in terms of an educational volunteer program.
>
> Interpretation of the evaluation findings indicate that as a result of the workshop, several areas of interest in this type of workshop were developed. The statements below reveal the needs that can be further fulfilled by another workshop.
>
> 1. There is a need for a broader scope of presentation of ideas and discussions in a volunteer educational workshop of this type.
> 2. There is a need for more time to be available for the various activities.
> 3. There is need for additional resource specialists and speakers to be present at an enlarged workshop of this nature ..."

Only one point of unfavorable criticism of the workshop appears to be recurrent in the findings. This is the establishment of a schedule with specific break periods.

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Project VOICE

WASHINGTON METROPOLITAN AREA WORKSHOP
FOR SCHOOL ADMINISTRATORS
SATURDAY, FEBRUARY 27, 1971

	NAME	POSITION	LOCATION
1.	Anderson, James T.	Principal	Whittier Elem. School
2.	Arend, Paul J.	Specialist Staff Development	Baltimore County Public Schools
3.	Arleen, O.S.P., Sr. Frances	Principal	Sts. Paul & Augustine School
4.	Arrighi, Albert	Ass't. Principal	Burroughs Elem. School
5.	Baylor, Bertha S.	Principal	Macfarland Jr. High
6.	Bell, Barrington	Community Organizer	Anacostia Community School Project
7.	Booker, David C.	Consultant	Project VOICE & President Booker Associates Reston, Virginia
8.	Brach, Philip	Chairman Engineering Technology	Washington Technical Institute
9.	Bradford, Mildred S.	Principal	Hendley Elem. School
10.	Brown, Faustina D.	Principal	Rudolph Elem. School
11.	Brown, Rhea	Liaison Aide	Clifton Park Community School, Baltimore, Md.
12.	Bryant, Virginia F.	Counselor	Savoy Elem. School
13.	Buck, Dr. Annye C.	Chairman Science Technology	Washington Technical Institute
14.	Buford, Carolyn B.	Ass't. Principal	Congress Hts. Elem. School
15.	Butler, Judith K.	Adult Ed. Instructor	Project VOICE, WTI
16.	Carter, Dorothy G.	Counselor	Shepherd Elem. School
17.	Carter, Emma	Principal	Bunker Hill Elem. School
18.	Chambers, Jewell C.	Ass't. Director Volunteers in Education	Office of Education Washington, D.C.

Project VOICE

	NAME	POSITION	LOCATION
19.	Chavis, Catherine B.	Principal	Brightwood Elem. School
20.	Coblyn, Earl	Asst. Professor Coordinator, Business Technology	Washington Technical Institute
21.	Cogdell, Roy	Director, Student Community Program	Georgetown University
22.	Coleman, Geraldine H.	Acting Principal	Turner Elem. School
23.	Cooper, Dr. Mildred	Asst. Superintendent Division of Planning, Innovation & Research	D.C. Public Schools
24.	Dennard, Dr. Cleveland L.	President	Washington Technical Institute
25.	Etheridge, Bessie D.	Director	Spingarn Instructional Unit
26.	Felder, Alma F.	Principal	Bruce Elem. School
27.	Fisher, Mildred J.	Principal	Moten Elem. School
28.	Ford, Phyllis W.	Principal	Nalle Elem. School
29.	Ford, Yolande W.	Asst. Director Model School Division	D.C. Public Schools
30.	Genus, Lloyd S.	Public Information Officer	Washington Technical Institute
31.	Goldsmith, Mary	Coordinator	Anacostia Community School Project
32.	Gross, Alvin E.	Supervising Director Dept. of Continuing Education	D.C. Public Schools
33.	Harper, Addie M.	Director, Tutorial Program	D.C. Public Schools
34.	Hayes, Shirley G.	Principal	Park View Elem. School
35.	Henley, Benjamin J.	Vice Superintendent	D.C. Public Schools
36.	Jackson, Jessie H.	Principal	Francis Jr. High School

	NAME	POSITION	LOCATION
37.	Jadin, Leslie Moore	Director Community Service	University of Maryland
38.	Jamison, Vandy L.	Principal	Green Elem. School
39.	Johnson, Dr. Dorothy L.	Asst. Superintendent Elementary Schools	D.C. Public Schools
40.	Johnson, Roy	Coordinator Volunteer Services	Norfolk Virginia Public Schools
41.	Johnson, Judine	Coordinator Auxilary Personnel Model School Division	D.C. Public Schools
42.	Jones, Leslie E.	Associate Superintendent of Personnel	D.C. Public Schools
43.	Kirschman, Mary Jo	Graduate Intern School Community Relations	Baltimore City Public Schools
44.	Joyce, Sr. Mary	Principal	St. Francis Xavier School
45.	Lewis, Martha E.	Coordinator Nursing Dept.	Washington Technical Institute
46.	McClure, Mary Belle	Dept. of Education	Howard University Graduate School
47.	McKenzie, Floretta	Asst. to Asst. Supt. Secondary School	D.C. Public Schools
48.	McMurdock, Bertha J.	Principal	Monroe Elem. School
49.	Martin, Veryl	Asst. to Asst. Supt.	D.C. Public Schools
50.	Mercer, Ernest B.	Principal	Langdon Elem. School
51.	Molley, Arneta G.	Principal	Mott Elem. School
52.	Murchison, Greta D.	Principal	Johnson Jr. High School
53.	Moore, Sarah P.	Principal	Birney Elem. School
54.	Nolen, Lenora	Volunteer Service	Norfolk, Virginia
55.	Nutall, James L.	Deputy Director	Anacostia Community School Project
56.	Ordman, Evelyn	Coordinator Community Resources, Title I ESEA	Montgomery County Public Schools

Project VOICE

	NAME	POSITION	LOCATION
57.	Powell, Lee Etta	Principal	Taft Jr. High School
58.	Raphael, Lucille K.	Principal	Takoma Elem. School
59.	Regis, Sr. Mary O.S.P.	Principal	Holy Comforter St. Cyprian School
60.	Rhodes, Dr. George	Asst. Supt. Secondary Schools	D.C. Public Schools
61.	Rose, Dr. Ervin	Reading Specialist	Project VOICE & Director, Educational Improvement Services Lanham, Maryland
62.	Rosenfeld, Dr. Max	Principal	Clark Elem. School
63.	Ross, June	Director, School Community Relations Division	Baltimore City Public Schools
64.	Savoid, O. V.	Principal	Jefferson Jr. High School
65.	Schiffman, Gilbert B.	Coordinating Director of Instruction	Prince Georges County Schools
66.	Scott, Carolyn S.	Director of Community Service Project	Catholic University
67.	Scott, Dr. Hugh	Superintendent of Schools	D.C. Public Schools
68.	Selden, Marguerite C.	Asst. Supt. Continuing Education, Urban Service Corps	Richardson Elem.
69.	Shamwell, Elsie	Director	Richardson Elem. Community School
70.	Shorter, Vivienne S.	Principal	Tubman Elem. School
71.	Siler, Marian C.	Asst. Principal	Sharpe Health School
72.	Stathis, Barbara K.	Principal	Woodridge Elem. School
73.	Sullivan, J. Roland	Coordinator	Clifton Park Community School Baltimore, Md.
74.	Trask, Peggy	Coordinator Community Resources, Title I ESEA	Montgomery County Public Schools
75.	Turman, Dr. James A.	President Commonwealth Learning, Inc.	Alexandria, Va.

Project VOICE

	NAME	POSITION	LOCATION
76.	Watson, Grace E.	Director Volunteers in Education	Office of Education Washington D.C.
77.	Webb, Ronald E.	Principal	McGogney Elem. School
78.	White, E. Louise M.	Principal	Draper Elem. School
79.	Williams, Elizabeth	Acting Director Staff Development	D.C. Public Schools
80.	Williams, Robert L.	Director, Office of Career Planning & Placement	Washington Technical Institute
81.	Wilson, Cleo	Aide	Clifton Park Community School Baltimore, Md.
82.	Wright, Chester W.	Asst. Professor Coordinator Department of General Studies	Washington Technical Institute

Project VOICE

PROJECT VOICE

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94. Jackson, Mercedes G.
95. Johnson, Fannie M.
96. Ligon, Bernice
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106. Tidwell, Goller
107. Valentine, Joan
108. White, Lula
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111. Gray, Mildred E.
112. Hypps, Dr. Irene C.
113. James, Lawrence E.
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115. Rose, Dr. Erwin

Project VOICE

FIFTH REGIONAL WORKSHOP
ON
VOLUNTEERS IN EDUCATION

Cleveland, Ohio — March 18 - 20, 1971

Introduction

Initial planning for the Fifth Regional Workshop was done through contacts of the Volunteers in Education Director, EPDA, U.S. Office of Education and the Coordinator of Volunteers in the Cleveland Public Schools. Later, Project VOICE of Washington Technical Institute, which was asked to sponsor the workshop, requested a planning meeting of volunteer program representatives in the six states included in Region Five. (Illinois, Indiana, Michigan, Minnesota, Ohio and Wisconsin).

Representatives from three of the states responded to this invitation and met in Cleveland on January 25, 1971 to discuss arrangements and the program. Two and one-half days of sessions were decided on to be divided among three general sessions, three reporting sessions, twenty-five discussion groups, a luncheon meeting and a field trip to volunteer projects in the Cleveland Public Schools. The dates of March 18 - 20 already had been finalized as well as the location at the Hollenden House.

Subsequently three committees were organized. A committee on Arrangements, took over the responsibility for commercial exhibits and a social hour. The General Workshop committee dealt with publicity and program. And an Evaluation committee designed forms, collected data and analyzed participant reactions in a special report issued in June, 1971.

Registration began at Hollenden House on the afternoon of Wednesday, March 17. Two hundred and sixty-nine persons registered in addition to some guests. All states in the 5th Region were represented with the largest number coming from Ohio. Altogether the registrants list included twenty different states. Program presentations at the general session and in discussion group leadership was comprised of people from sixteen of the states represented.

General Sessions

The opening general session on Thursday morning, March 18, was presided over by Virginia Mathews. It featured a report by Dr. Carl B. Smith of the Department of Education at Indiana University. His report dealt with the findings of approximately three hundred and fifty volunteer or outreach programs conducted by the Evaluation Center in Reading Education at Indiana University. An analysis was made of reading programs that were working and of what made them work. Dr. Smith believes that this analysis provides ammunition to make some predictions about what the "Trends in Volunteerism" are over the country. Although, in his opinion, the power of this tremendous new force in education is still unmeasured.

"I think", said Dr. Smith, "an indication of what's happening is that the volunteers in America begin to feel that they have a great deal of possible impact upon American education and, this is too important a facet in our entire American life to allow it to remain in the hands of the professional educator alone. We want to have the so-called layman involved. One of the means of involving the layman is through volunteer programs. So we've got volunteers, and teaching aides and librarians and para-professionals by whatever name they go involving themselves in what used to be the domain of the teacher and the professional educator alone. Now what we have to find are ways of tapping the energy represented by this mass of people who are coming in to education and trying to help."

He concludes that the result of the survey has led to these statements about trends. Before he listed trends, Dr. Smith emphasized that he wanted the audience to think back a few years at what would be a picture in their own minds as to what a volunteer in education was. His guess was that they, "would have pictured that volunteer as first of all a woman; secondly, someone who was providing service such as helping in the lunch room, taking care of the lunch money, perhaps collecting papers in the classroom, or doing clerical duties around the school office. Primarily that's the way a volunteer would have been used or would have seen himself going into a school situation just a few years ago. That, of course, is still part of volunteering. But what we have noticed in our survey of the programs is what volunteers in volunteer organizations are saying about themselves. They state that, first of all they want to have an impact on learning. That's definitely a trend that's taking place. Secondly, they want to use their own talents, whatever their strengths are. Their talents may not be passing out milk in the lunch room, maybe they have some other talents that they'd like to contribute to education. Thirdly, they would like to work in some instructional capacity. They are not saying take over the role of the teachers, but

General Sessions (Cont'd)
Dr. Smith (Cont'd)

work in some instructional capacity that will help to motivate kids and to build their self image. The notion of adult contact in helping children to see that learning is important has become a very significant aspect of the whole volunteer movement as far as we can tell. Another trend: the concept of volunteers in education does not stop with the public school system. It now includes, if it didn't before, but it certainly includes now, libraries, churches, sororities, the Council of Jewish Women, the National Catholic Welfare Association, the National Episcopalian Church, etc. There are many, many kinds of groups now that are interested in volunteers and education outside of the usual public school area. Vista volunteers, for example, is another area where we have people very much concerned about education, interested and involved in education but not necessarily associated with the public schools. Finally, I think maybe the overriding trend that we saw in our survey is that volunteers are saying we have to reach out and touch the learner where we find him. It is not satisfactory anymore for us to sit back and wait for the learner to come to us for assistance. After all that is the way both the school and the library and a lot of other organizations looked upon their capacity or their role in society in the past. We are the school, the kid has to come to us. We are the library, if somebody wants information let him come, here we are. Now people are saying through volunteer agencies primarily, let's go out into the market place and find these people where they are and provide the service where they are.

We ran across a store front school, run by a store front church in New York City. Now that's about as relevant as you can get to the population that they were appealing to. On the first floor was the church, on the second floor was the school and all part of a store front.

What this represents then is a tremendous body of talent, untapped at the present time. What these people are providing are supplemental and alternative educational opportunities or programs. Listen to the terminology again - supplemental and alternative educational opportunities - that individuals and agencies are establishing to take care of the wide variety of needs that individuals in our society have, both children and adults. So we've got such things as tutoring programs, field trip programs, classroom libraries, home library programs, store front operations of all kinds, discussion groups, adult literacy classes, etc. There is just such a tremendous variety of agency efforts and individual efforts that are going on that it's really a very, very exciting time in motion for us in education.

Another thing that is happening that we have noticed is the way things

are operating. There is a great deal of emphasis in some cities to have education take place in the home. Now agencies will fund homes to bring children into the home on an after school basis or on an all day basis if it's a kind of preschool operation and provides some experiences for the children right in the home. They have house mothers who are trained through a series of instructional programs to lead the activities that go on in these homes.

In Salem, Massachusetts for example there is a preschool or a day care center activity that's oriented to homes, indigent homes are being used for this activity. The agency that is responsible helps to paint up the rooms that are involved, provide equipment, provide tutors or whatever you want to call them, provide volunteers from the local colleges who come in and work with the kids either during the day or after school depending on what kind of activity is taking place there. The thrust of the program is to say that education improvement has to take place on a broad front. We have to show children and adults in the community that education is important. We can't do that if we constantly pull the kids out of the home and force them to go to some institution - the school - where they get the impression that that's the only place where learning occurs. So let's have 8 or 10 kids report to a house in the neighborhood with a neighborhood mother being the house mother or the person responsible for experiences there. We are, of course, trying to evaluate how significant that education is. At this point I'm not saying that that kind of program is the way that we are going to have to educate our children but it is an indication of the interest that people have in doing things differently from what we have been doing in the past.

Let me give you a few examples of how programs across the country reflected the trends. One indication is that people want to have an impact on learning. Some personal stories probably indicate this best of all.

In New York City there is a group of insurance executives who have a program called 'life policies for our kids' and they spend one half day a week tutoring children in Harlem, away from their offices, away from their executive desks. They feel that they want to contribute personally and the company wants to contribute to the learning of children. For this they are willing to send very high priced executives into the community to do that.

We found in San Diego, California, a Ph. D. working as a volunteer in a pre-school a half day, five days a week. This is indicative of the interest and the need for people to get where the action is and to contribute or to have an impact on learning. Now that Ph. D. with all of her training could very well

have been lecturing to a group just as I'm lecturing to you, and perhaps having very little impact. She says I want to have an impact on the learner. I don't have a pre-school certificate. I can't officially run a pre-school. That's right. She couldn't as she was not certified as a kindergarten teacher so she worked as a volunteer.

One of the most exciting examples that I found of a person who really wanted to have an impact on learning and who was doing something unusual about it was a person in South Bend, Indiana. A nun moved out of her community, as many of them seem to be doing these days. She had moved away from her religious community, had no support at all for her idea, but she said I want to offer these children in the ghetto an alternative to the education that they are now receiving. So she found a school that was no longer being used because of the shifting population of the city, rented it for $1.00 a year plus paying the utilities and walked through the ghettos with two other women who were her friends who were from the neighborhood. Like the Pied Piper, she started collecting kids and telling them about school as she would teach it. Well the public housing place that they were working in was their first recruiting area and they recruited 60 children who came first of all for Saturday morning sessions at this school. One of the selling points was what the lady said to the mothers in this housing project, 'If you would like to have your children have additional learning opportunities I will try to provide them, if your children are failing now or have failed, and they don't look like they are having success, why don't you send them to me and I will provide them with school all day long.' She ended up with one person, and some mothers from the neighborhood, and with 90 children for whom she became responsible for on a day to day basis trying to carry out a full curriculum.

I was part of the evaluation team, an official evaluation team, by the way, hired by some people of the community to go in and look at this nun's program. She provides a curriculum for these children who by the parents definition were failing in the public schools around the neighborhood. What she was proposing here, and I think this was fairly significant is that an individual with a lot of commitment to learning, to make an impact on learning, can do things even though that individual has no money. We must think in terms of alternative means for educating our children whether within or without the public school system. We shouldn't think of these activities as being threatening to education, but to use them in whatever way they can to be helpful to education. By the way, how this woman was able to arrange all this is a story in itself and as a matter of fact she was able by manipulation to even get the school certified so that the kids were not penalized in any way by attending her free school.

General Session (Cont'd)

Dr. Smith (Cont'd)

That's just the kind of personal commitment that we are finding as we go around the country looking at volunteer programs. People are saying that I want my own talents to be used in education. Volunteers are saying this. And what did we find in that regard?

Brooklyn has a program called 'door-to-door storytellers'. People who feel either they like to tell stories or are good storytellers travel in indigent neighborhoods, knock on doors so to speak, and ask the parents if they would like to have their children be part of a little group. They form a stoop storytelling unit, and tell stories to the kids in order to get them interested in reading and in order to get them to the library. This program operates out of one of the libraries in Brooklyn.

In Atlanta, Georgia we found a group of people who are puppeteers, and who are dramatic readers. They are holding workshops in both churches, schools and libraries for children. The emphasis here was reading, but they were using their special talent in order to lead children into the act of reading.

In Louisville, Kentucky, or as they say there Willowville, Kentucky, we saw a couple of gentlemen - retired gentlemen - who were working with fishing lures as their special talent in order to interest kids in reading. Just as in the movie you had the gentleman working with ships, well that was his special talent. These people were trained to associate what they were doing with vocabularies and other kind of reading comprehension skills. So it had a direct tie to education, but they were using whatever was personal to them in order to do that.

In Washington, D. C., a man who could legitimately be called a world traveler worked with maps and used maps as a means of getting children to learn. He would take these plastic maps and write identifying words like what people do for a living or what kinds of animals he would see in various parts of the world and have that as the initial exercise as part of the reading lesson.

People are saying that they want to be part of the instructional program some how and I'd like to show you two things just as an example. Two things that I found, right here in Cleveland. A volunteer taking a story from a child. The child dictating a story, the volunteer typing it out and working with it from the typed version as a means of getting the child to read. A non-reader that the volunteer was working with using his own words as the story material.

General Session (Cont'd)

Dr. Smith (Cont'd)

In education we call this an 'experience story approach'. The kid has an experience. He in a sense writes his own book and then you start from that to help him identify what the words are that he has spoken. This kind of activity is a very easy one, given a few simple instructions, for a volunteer to use. Under the direction of a teacher it can be an extremely valuable tool.

This was another one that I thought was so interesting that I made an extra fancy transparency out of it for a variety of purposes. The volunteer using the same idea again - the experience story - has been talking about Paul Bunyon and they made a picture museum. With material and ideas like that you just can't loose. Isn't that great? There the volunteer is involved in an instructional activity and can use that kind of putting together of pictures and story for very specific kinds of instruction, again needing some direction from the professional teacher.

There are programs that provide opportunities for people who even don't have education or have very little education to engage in what has to be called instructional activities. A very successful tutoring program entitled 'programed tutoring', makes use of women primarily from the indigent neighborhoods. All they have to be able to do is read about the sixth grade level. They read from a script to the child using the basic reading materials that the child is using in the classrooms. The tutor then works with the child everyday for 15 minutes - now this is a paid volunteer. For those of you that have written in the programs that you have to hire people from the neighborhood, to work in various capacities in the school, this might be the kind of thing that would provide a lot of assistance for you in your reading program.

Another trend that we mentioned was that volunteers want to be involved in motivating and building self image. Again referring to something local here. Cleveland has a program called the 'constant adult program' which is concerned with providing a sense of security for the child as he moves across the early years of school. An adult, usually from the neighborhood is hired to stay with a group of children through kindergarten, first grade, second grade so that even though the teacher changes, even though there may be other changes within the school, there is always someone that the child can relate to and can go to for various kinds of assistance. What may be happening here, not only in the 'constant adult program' but in the whole effort of volunteerism in building the self image of the youngster, may be the most important aspect

of volunteerism in this age. I don't know whether individualizing instruction is the word that I would use, I'd rather say that its a possibility of personalizing instruction, individualizing sounds to me that it has a more technical kind of connotation that I'm not sure we can provide through volunteerism.

We certainly are able, however, to personalize all kinds of educational work through volunteerism which we either can't or don't in our regular school programs. Probably under the conditions ot one teacher for 25 or 30 students, instructions can't be personalized very easily or comfortably. Certainly by using volunteers we are able to provide all kinds of human warm relationships that have an educational direction to them. I'm not saying that we just want volunteers in there to be a friend of the kids I don't believe that the kid wants that either. That may be part of the relationship, but that's not the point of the relationship. We start by establishing a relationship where two human beings sit down with some kind of mutual interest and there is that individual and personal contact that is possible there.

In Indianapolis there is a program with volunteers that has as part of its training sequence an emphasis on re-enforcement techniques. That's a term from the psychology of learning and we really don't know to whom we're speaking here I guess that's why I feel I ought to define some of these things. I don't know how many of you are professional educators, and how many of you are parents who are interested. Re-enforcement techniques' mean that when a child does something right you want to compliment him on it. You want constantly to have a positive attitude in the relationship in the work that you are doing. By one means or another, you want that child to realize everytime that he has done something that's good or right or is moving in the direction of the program's goals. With a few demonstrations ot re-enforcement techniques in this volunteer program I think they have had very strong positive results both in maintaining their volunteer staff and also in the reaction of the students who come to meet with these volunteers. I guess that indicates what we ought to think about in terms of successful programs.

If we don't have a good strong training program for volunteers there are many hazards that we face. One is that the volunteer may not even show up for his first assignment. We found in reviewing across the country that people will volunteer on some kind of impulse, sign up and agree to do something, but then not even meet their first client or whatever you are calling the person that he has to meet. The tear ot this contact is so great

that the volunteer backs away from it unless we provide some training that gives the volunteer a sense of confidence in what he is doing and gives him an opportunity in a simulated way to go through these first couple of meetings. The chances are he has so many hesitations and fears that he won't stick to it and will leave. In fact a couple of the programs that we studied do not hold even the people that make their first contact, do not hold them a full year, not even one year. The turn over is as high as 80% in some of the fairly large programs. When I say fairly large I'm talking about people dealing with more than 300 volunteers at a time. We have to provide some means of giving the volunteer some indication of what he is going to face when he meets the child or an adult. If it's an adult literacy program for example, how he can go into that situation with a little more comfort.

We said that one of the trends is that there's a wide variety of groups who are now participating in education - in volunteer education. We mentioned Brooklyn before, that project is called Buttercup. A lady there went to the public library and the Chase Manhattan Bank and the Hertz Rent-a-Car to put libraries in Hertz trucks. The name "Buttercup" comes from the yellow Hertz truck. Here comes the Buttercup. They tried to put a pleasant name to it that brings books into the neighborhood. That's just one instance of the way people are moving out and involving all kinds of agencies other than the school in developing educational opportunities for children. Now, Buttercup, besides distributing books has some formal reading, learning aspects to it that are of interest to us. Grocery cart bookmobiles is just a variation of the Buttercup idea. In various cities, we found libraries using volunteers going out into the streets. We have this beautiful Cleveland Public Library, but can you imagine kids from the Huff area coming down here and going into that monolithic structure? They just do not and can not feel comfortable. This is no fault of the library or the librarians. It is just that its a kind of very formal institution. It's big, it's massive, it's not like anything the kids know and so they need some way of getting books and the ideas of a library out to them. There are kids in various cities, high school kids, who are taking grocery carts and walking down the street and passing out books as they go with the stipulation that you either tell a friend about the book that you have and pass it on to him or you bring the book back to me. I'll be here next week at the same time on this same corner. Sounds like a junkie pushing his stuff. You come back here and I'll be here at the same time and you bring the book back and then you can get another one. They really don't hold to those rules, they really don't

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care actually whether the kid brings the book back or not as they have no check out system. No one knows who has the books. That is part of the relationship that they start by bringing people in that way.

There are just many fascinating ideas that we uncovered similar to that as we surveyed volunteers around the country. And of course the people who are doing it are not only the insurance executives, not only the people who know the president of Chase Manhattan Bank and the president of Hertz so that they can gather all of these massive facilities together. There are people who are very poor in some instances, who are not educated but who represent a tremendous variety of interested citizens. They are coming forward now to help in this effort of volunteering. So we have what I would term, an unlimited kind of talent for doing things as long as somebody provides the structure in which that talent can operate.

If we close, if we limit the opportunities, by legislation or whatever else, by having the teachers' union or the teachers' groups say I don't want any volunteers in my classroom, of course, we are going to screen out a great many of the people who are willing to offer their services and who can contribute a great deal to education. I think that there are a number of implications that I'd like to draw and recommendations that I'd like to mention as a result of our work. The implications for the individual in our society are perhaps self evident. There is a possibility here not only to contribute to education but also to contribute something very personal that each of us has within us. I'm not proposing that volunteerism be looked upon as a means of self-fulfillment but it can be that. It provides an opportunity in a time when leisure time is becoming greater, for talented people to do their thing again maybe in a way that they can't do it on the job.

Many of us are restricted by mechanized society in our own work and we are searching for ways of making use of the talents we have or we think we have in helping other people. Of course that's the personal or individual aspect to this. As far as the school system is concerned, I think that it's almost essential for the schools these days to consider some plan for including volunteers in their operations. When I say it's essential, I'm thinking in terms of the tightening budgets, the squeeze on money, I'm thinking in terms more precisely though of the learner and the opportunities that we can offer to the learner - the children - by opening the doors to some kind of organized volunteer activity whether in the school, or the library, or making use of the church basement, by whatever means, but atleast of opening the door to that possibility and of providing the necessary mobilization and management that it takes to keep that going.

General Session (Cont'd)
Dr. Smith (Cont'd)

When we were discussing what we learned from the whole program of ours, the survey, we made up a series of recommendations in our report. I'd just like to pick out a couple of them and read them to you as something that you might want to take with you, things that might be, hopefully, of special interest to you. Teachers and principals could use volunteers from the neighborhood to help them determine the language and reading problems and maybe mathematics problems caused by the neighborhood environment. They could do this by providing volunteers with a structured information gathering form, either to go into the neighborhood for interviews or to use the school records that are available. Volunteers could provide that kind of service. They could greatly assist the professional staff in interpreting the neighborhood to the school. We all know that this is a major problem these days, almost in every location it is a problem. Some federal programs will not even provide money unless you can convince the federal organizer that you are involving the community in the planning of the educational program that you are trying to conduct. This is a way of using volunteers to get some information about the community, listen to them when they come back. Volunteers can assist the teacher in the classroom in collecting data too. Many of the things that a teacher does, in collecting information about children could be done by a volunteer. I could see state and local agencies conducting training programs for volunteers over educational television providing weekly radio programs that are hints for the volunteer or some such thing as that.

Very important from an agency point of view is the evaluation of the volunteer activities. One of the things that we found, and this is no surprise and is no condemnation of any of the programs, but there is practically no evaluation that is presently underway for volunteer programs in this country. We are operating on the assumption that doing something is good and we don't get the kind of "feed back" that is necessary in order that we know whether we should alter that something we are doing or drop it entirely and try something else. Doing things of course is important, but we ought to set up some system to have some minimal kind of evaluation of the program and so should the state and the federal and the local school system who are interested in whether the volunteer programs are working or not.

Training programs for volunteers we said are essential but more important from a federal or a state point of view is that training programs be easily disseminated. That is the reason I suggested that maybe training can be done by video tape ideas over educational television or radio broadcasts. All public communications networks now are required to give a

significant slug of time every week to educational activities or public service programs. This might be an excellent opportunity for training programs to be conducted by means of the mass media at a minimal cost or concern.

I think that some of our recommendations refer to the way labor unions and businesses could be encouraged to contribute some of their public service monies and public service time to the support of volunteer efforts. Those are just a couple of things I consider as very important recommendations that we are making as part of our report.

One of the purposes of the survey was to see if we could identify what makes successful programs. We weren't able to determine what makes successful programs. We can say this about what we saw that the size of the volunteer group is not important, that the location in which it is held is not important, that the size of the budget is apparently not related to success or non-success. We do know that some very dedicated dynamic leader seems to be important, whether that leader comes from an agency like the public school or whether he comes out of some other area of life this does not seem to be important. Certainly that leadership is very essential, maybe that is essential to all successful activities, I'm not sure. It was evident from what we saw where there was a kind of just methodical plodding type leader. How ever valuable those people may be, they did not seem to generate the enthusiasm and the energy necessary to carry off a really significant program. Some common weaknesses that we saw among programs, where especially programs that seemed to be coordinated in a minimal fashion, that for one thing there was no provision for a continuity of the program for a period of time and that is debilitating. If a volunteer doesn't feel that this program is going to go on and on, then he feels that he can leave at any time. Anytime that is not convenient for him to show up, he doesn't show up. We found as we said before, that training for volunteers was extremely weak. We saw one or two programs that we thought were well designed as far as training is concerned, but most of them are done in an extremely haphazard fashion and some volunteer programs have no training at all. They just say we're glad that you are a volunteer to work with kids.

Another common weakness that we found was poor communication among the volunteers within any one program within any one agency. The thing that we mentioned before, there were no criteria setup in most programs for evaluation. Even the individual volunteer wants to know whether he is doing a good job or not. We talk about reinforcing the kid, well the volunteer wants

to be reinforced as well. We did not find any criteria for self evaluation or for evaluating the tutor or the volunteer nor did we find generally any criteria for evaluating the program.

I guess what we would like to say about volunteerism is concerned, as far as trends are concerned, is that we find a very exciting energy abounding in these United States which is providing alternative and supporting educational programs. I think that what they represent are attempts to expand the capability of our society and to educate our citizens both in skills and in human values because we are dealing in human values. I think it is especially important that we involve more than just the professional educator who may get high browed with skills and a limited view of what life is all about because of his professional speciality. That's why the way a volunteer or a variety of volunteers operating in the educational arena can be of tremendous assistance to us. They can contribute to the learner a sense that society wants him to learn, find joy in learning and in being part of our society. I believe that in the past we have as a nation risen to national needs and I think at this time we are facing a severe crisis not only in education, but in our life. It is repeated again and again that we are in a kind of mechanistic dehumanized time of life and we need ways of feeling people to people contact. The personal values in education may seemed to have disappeared. I think we are on the verge of finding a way of bringing these values back. The human resources evidently are available and it is our job to mobilize those resources, to train them, to manage them and to evaluate them. I'm sure that it can be done and I guess the thing now is to get on with the job and do it."

The audience asked many questions of Dr. Smith, particularly on resources for volunteer training. Some references were cited before the general session had to end.

A film on "The Art of Human Giving", which was developed by the National Center for Volunteers in Education through Project MOTIVATE at Des Moines Area Junior College was shown. Very successfully the film demonstrates how volunteers sold the value of their services to the administrator of a school system and won his approval of the program.

General Session (Cont'd)

Miss Grace Watson, Director of Volunteers in Education, BEPD, U.S. Office of Education, talked about the objectives of the regional workshops that are being held. She urged that volunteer programs be expanded in all of the states in order that opportunities may become available for every child to receive the personal attention he might need through the combined efforts of the teacher and volunteer.

Luncheon Session

Mayor Carl Stokes of Cleveland was introduced by Mrs. Cynthia Burks, Coordinator of Volunteers in Education in the Cleveland Public Schools. He brought official greetings of the host city to the workshop participants. The Mayor encouraged them in their efforts as volunteers and humorously cautioned them to appreciate progress even when it seemed slow. As an example he stated that when he first was elected mayor he had great visions of what he would accomplish immediately. Now, after two years he is thankful for any little thing. Politics, in that way, is no different from education. Time as well as willing effort is required to help bring about change.

The main luncheon speaker was Dr. Paul Briggs, Superintendent of the Cleveland Public Schools. Dr. Briggs enthusiastically endorsed the contributions that volunteers are making to education. In his own school system the coordinator of volunteers is on his staff and all of the supervisors cooperate in the training and production of materials for volunteers to use. Cleveland has approximately half as many volunteers as teachers. In Dr. Briggs' thinking the "greatest need today is for us as citizens to put more into life as human beings on a volunteer basis. Never in the history of our country have we had so much leisure time and so we need to use it in social productivity. Volunteers can do much to help solve urban school problems. They create optimism". In Dr. Briggs' opinion every superintendent of schools will do well to open the doors to volunteers. "Be willing to try everything", he advised, "as whatever won't work will be weeded out by evaluation, and what is worthwhile will remain".

The luncheon was attended by practically all of the workshop registrants as well as by a score of guests. Discussion groups followed this program.

Miss Grace E. Watson
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Volunteers in Education, B.E.P.D.
U.S. Office of Education

Dr. William L. Smith
Acting Asso. Commissioner,
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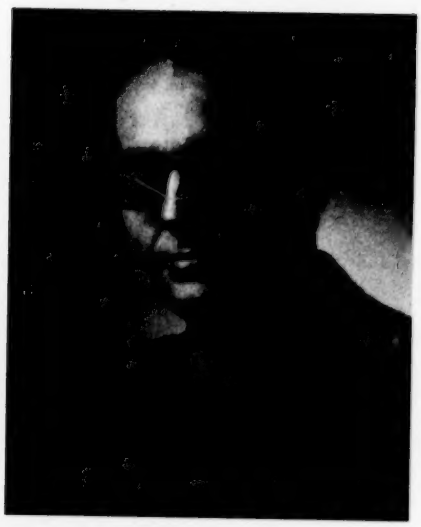

Dr. Carl B. Smith
Acting Director,
Reading Program
Indiana University

Mrs. Cynthia L. Burks
Coordinator of Volunteers
Cleveland Public Schools

Dr. Cleveland L. Dennard
President,
Washington Technical Institute

Dr. Paul Briggs
Superintendent of Schools
Cleveland, Ohio

Discussion Groups - Thursday, March 18, 1971

Leaders and co-leaders of the eight discussion groups included Mrs. Marcia Shalin, Mrs. Loretta Hanes, Mr. Ronald Edmonds, Mrs. Rachel C. Lamareaus, Mrs. June Baehr, Mrs. Thyra Shumm, Mrs. Ellis Gray, Mrs. Irene Patai, Mrs. Julia Pease, Mrs. Barbara Weiss, and Mr. Jack K. Robertson.

Findings from all of the groups were reported at a joint session, which was chaired by Mrs. Bette Keith, Educational Specialist from the Office for Equal Educational Opportunity of Region V.

Group A - Recruiting and Expanding Volunteer Services

One of the key things we talked about is the need to function specifically as recruiters and go out into the poverty areas to do this. A second problem centered around ways to get representative people into the public schools to work with all the children. Our group discussion showed that all of us need to get out of the vacuum we operate in for most of the year and share ideas and information.

Group B - Partnership between Volunteer Coordinators and Professionals

The group attacked the subject as a question of "how to effect a partnership". It was suggested that the volunteer program be started on a relationship with the school's administrative level. With the complete support of the central administration and prinicipals the teachers will be expected to accept the coordinator of volunteers.

Volunteer coordinators should be well trained and capable in order that they can sell their program and produce results. Boston has 1500 volunteers participating for whom they provide their own training. They have found that the schools are better when they use volunteers who come from the school's community. In University Heights Composition Aide Program the requirements for volunteers were made very high.

There was discussion of teachers who do not work well with volunteers but need to experience the values of volunteer aides. Teacher resistance can be broken down if volunteers are well equipped to handle their jobs. Philadelphia has a student volunteer program as a course requirement that has attracted nation-wide attention. Parents as well as teachers have to be assured that the volunteer services provided fit well into the curriculum. Initiating better public relations and better communication between volunteers and teachers seem to be two of the answers.

Discussion Groups - Thursday, March 18, 1971

Group C - Training and Retaining Volunteers

When schools fail to use volunteers productively, they feel that their time is wasted and stay away. Also many school systems assign volunteers without any information or training in what they are to do.

Each school or school system seems to do differently in training volunteers. This goes all the way from those that have only an informal introduction of a volunteer to the job to those with highly structured training programs. There are no set guidelines on how to train volunteers. The needs that they are to meet seem to determine the way the program will be organized in a particular school.

When volunteers realize that they are doing something worthwhile, they will be there. The busier the volunteer is, the better. Retraining can be done on the job with some guidance and supervision.

Many school systems have all kinds of recognition of volunteer services. This may be on the local school level, the district level or on the city-wide level. Special organizations also have special recognition programs. Whatever means used, should be appropriate to the kinds of volunteer services rendered. Wide publicity of such an event makes the volunteer feel that what she has done is significant.

Group D - Volunteers and New Curriculum Development

Volunteer services have to fit into the curriculum. As it changes the services may be changed. Career opportunities can be used as a lattice for the volunteer program. Volunteer services can expand the curriculum through enrichment opportunities. For new programs in the curriculum, such as the Composition Aid Program at University Heights, the volunteer requirements for participation are very high. In Cleveland, the subject supervisors train the volunteers in the curriculum of their particular field. When new curricula are developed, the volunteers are retrained to work with it. In most schools the teacher is responsible to introduce the volunteer to new programs and new materials.

Group E - School Personnel Relationship with Volunteers

The group mostly discussed the relationship between the teacher and the volunteer, feeling that this was the most critical one on which to work. It is very important that the principal see to it that his teachers and his volunteers are properly oriented before any assignments are made. Teachers should be able to request a volunteer and not have this imposed on them. It should be

Discussion Groups - Thursday, March 18, 1971

Group E (Cont'd)

made very clear just how the volunteer is to be used. The role of both the teacher and volunteer should be discussed. The volunteer is there to help and supplement what the teacher does not to threaten the teacher's position.

The group also discussed positive ways in which communications can be worked out between teachers and volunteers. They might talk on the telephone occasionally if there is too little school time for conferring. The teacher might invite the volunteer to her home or they could exchange visits.

We should attempt to have better matching between teacher and volunteer. We should make sure that the volunteer is given an assignment that matches her talents. The volunteer should be welcomed in the teachers' lounge and lunchroom to feel truly a part of the school staff.

One city highlighted volunteers of the month over an educational television station. They told who they were and of their accomplishments in the schools. PTA bulletins can be used to recognize the volunteers and name them. Teachers can send volunteers "thank you" notes, such as: "You've done so well with Johnny. I find improvement in his reading".

Another city has a big recognition party at the end of the year. This can be done in many ways. Where volunteers are given a little more responsibility, they feel really trustworthy and have more confidence in themselves.

Group F - Volunteer as Teaching Team Component

We regard as a team teaching component any group of three or more. When we speak of volunteers we mean people who are not paid, people who participate like foster parents for example. The main objective, as we see it, is the use of volunteers as members of the team teaching component. The objective is to further continuous progress of students through the development of more personalized regime in education.

Other objectives are: 1) assist the child within the learning environment to derive enhanced self-awareness of other cultural groups, 2) lighten staff burdens by offering them the extra eyes, ears and hands of the volunteer, 3) make possible community identification with the schools through the use of local volunteers who very often act as a defusing agent where difficulties have arisen in urban setting, and 4) reinforce, supplement and implement prescriptive instructional needs of individual students.

Discussion Groups - Thursday, March 18, 1971

Group F (Cont'd)

We recommend that: 1) model job descriptions for volunteers, working within the purview and under the supervision of teachers, be developed; 2) boards of education be encouraged to provide comprehensive staff training institutes and workshops for volunteers on a continuing basis; 3) identification of the levels of volunteers be made and the determination of training need assessed. Not all activities within a classroom environment require the same kinds of skills or need everyone be involved.

We further recommend that criteria for specific tasks be developed and in order to insure continuity in volunteer service that some forms of incentive be offered. The latter, perhaps, could be done by forming some sort of volunteer organization attached to the school through which volunteers find identification and vertical communication with supervisory and administrative echelons. This could give them a feeling of self-worth and value.

We think that staff training should be instituted that can be shared jointly between teachers and volunteers for mutual interchange. There should be a task force to delimit the tasks to which volunteers may be assigned which would include skill building to work with youngsters, help with administrative tasks and creative activities as well. These might be disseminated among local school systems to revise and develop a final draft for their own use. Rochester has a rather remarkable one.

We also recommend that evaluation criteria be defined to assess performance of volunteers and that most important the impact of the volunteer program on the child be assessed in terms of retention in classroom, attention in class, attendance, learning achievement and that nebulous and most difficult of all to assess - joy in learning.

Group G - Planning a Good Volunteer Program

The first question that came up was how do we start? Perhaps with a large citizen group, the junior league, parent teacher associations, etc. This over-all citizen group could relate to the principal the need for a good volunteer program. The principal then could relate this to the superintendent of schools.

Once a volunteer program has been accepted, key persons should be formed into committees. The recruitment committee could send out public notices making participation in the program available to any prospective volunteer. The focus should be on parents of the children involved. People should be screened in and not out of the volunteer program.

Start with a specific community and then branch out into the total community

Discussion Groups - Thursday, March 18, 1971

Group G (Cont'd)

Define needs. Train volunteers. Train teachers. A volunteer is there to help with the child not to take the teacher's place. Train the teacher to get to know the volunteer.

Focus on making things happen. Encourage rap sessions. Try for a workable team of volunteers and teachers. Define rules. Use coordinators to be responsible for the volunteers to stress their good points and encourage them to do even better. Small districts might use one coordinator for the district. Define volunteer's job. Identify long term versus short term volunteers.

Start in specialized areas such as music and art. Emphasis is on helping the child, not on confidential information. Encourage parents to work in own school, even in own child's classroom. Encourage teachers to request volunteers many of whom may be specialists in given fields. Evaluate the program through staff and volunteers. Use the findings for improvement.

Group H - Support and Coordination with a University including Evaluators

In evaluation the emphasis should be on the fact that this is a team effort. One cannot assume results as they vary from one aspect of the program to another. Evaluation should involve the people in the community as well as in education. This might include neutral observers who are lay people from the community besides evaluation authorities.

Mirrors of behavior were suggested as guidelines for an evaluation team, but for individual creative results open-ended questions are needed. The purpose of an evaluation should be known, and not have people feel that it simply is a bureaucratic process.

It was mentioned that the School of Education at Harvard University has published an evaluation report. It showed that new teachers, who were exposed to a one-to-one tutorial program with students, are as teachers less authoritarian and more child oriented.

Those of us who had been teachers wished that we might have had volunteers to assist us. Universities should train teachers to be more adaptable and adjustable. That is a problem on which they can help. Most teachers really do care and when they see that volunteers are concerned about the children they have a common interest. They both want the children to learn and in this way the barriers can be broken.

Discussion Groups - Thursday, March 18, 1971

Group H (Cont'd)

Volunteers are human beings and they are there because they care about the children. A number of volunteers have special talents and they want to use these special talents. Keep a list of these people and their telephone numbers.

Universities and research bureaus have a lot of information useful for volunteer programs about guidance, testing, budgeting etc. They can serve as information and training centers for both the teacher and the volunteer.

Mrs. Bette Keith, Education Specialist and Program Officer for Equal Educational Opportunity, Region V, presided as a substitute for the Acting Regional Commissioner of Education. There are over fifty million people in Region V, according to Mrs. Keith, with more than five hundred and fifty institutions of higher education not including the many community colleges. This represents a great deal of talent among whom you should find many volunteers. Mrs. Keith had visited several of the discussion sessions and believed that the reports reasonably reflected what had gone on in the groups. There are a lot of problems, she remarked, but there also are many ways in which people can be served. The utilization of volunteer strength is one of the answers.

Thursday Evening

After the last reporting session of the Workshop's first full day, the evening hours were left open. A social was held for participants. Some viewed exhibits, others went "out on the town", and those who were members of another volunteer organization, which was holding its sessions in the same hotel at the same time, attended its business meeting.

Field Trip - Friday, March 19, 1971

Through the courtesy of the Cleveland Public Schools visits to selected volunteer programs were afforded the workshop participants. These tours were arranged by the local Coordinator of Volunteers who is on the Superintendent's staff. The five buses were supplied by VOICE. The tours proved to be one of the most popular aspects of the workshop, perhaps because it provided models of some volunteer activities in the schools. The highest percentage of registrants ranked the Tour of Schools as their most rewarding experience.

Field Trip - Friday, March 19, 1971 (Cont'd)

The activities viewed were from a pre-school level where high school student volunteers were working with the children to a project through which the Cleveland Chapter of the National Council of Jewish Women provided high school seniors with counseling and assistance for registering in college. When the tours ended at each of the schools where the workshop participants were, at noon time they became luncheon guests and were served in the cafeterias. The schools visited were Wade Park, Forest Hills Parkway, Glenville, William Dean Howells, and Benjamin Franklin. The projects seen were: pre-kindergarten, Project READ, Scholar's Program, Secondary Language Arts, Library, and mathematics.

Discusion Groups - Friday afternoon

Group A - National Reading Resources

Typical reasons given for selecting this discussion group were to: 1) get updated information in relation to activities of the National Reading Council, National Book Committee, Right to Read and other programs; 2) find out about resources for building volunteer participation in a Right-to-Read effort; 3) take back information to my organization which has a national interest. The special services and activities of each of the national reading groups named were summarized and explained.

The subsequent panel presentation tended to give answers to these questions. Current plans of the National Reading Center were described. A demonstration of National Book Committee materials was presented. In regard to the Right-to-Read program emphasis was placed on the great need for training volunteers. Some new ways and ideas for getting volunteers were mentioned. Also the wide range of needs in reading from pre-school through the adult level was stressed.

Among suggested techniques were that: 1) simple reading aloud is useful in trying to get adults in the community to be trained to tutor, 2) flexibility and adaptation are necessary to local situations, 3) there must be development of good relationships between professionals and volunteers as well as the need for sound training of the volunteers who are to help with reading.

Discussion Groups - Friday, March 19, 1971

Group B - Evaluation of Volunteer Programs

Topics that this group wanted discussed related to the realistic assessment of volunteer programs and what steps should be followed to measure impact on student's performance. Different types and philosophies of evaluation were presented as well as methodology. The importance of program objectives as a base for evaluating outcomes was emphasized repeatedly. Both formal and informal methods of evaluation were considered in regard to programs on various levels. Most people fear evaluation because they are not familiar with its purpose and think that it is too technical. Approaches to dealing with this problem are to show the necessity for "feed back" and the value in measuring the different variables to know their affect. A caution was not to design an evaluation process which is so cumbersome that it obscures the purpose that it is to serve.

Evaluation is not to justify a program. Rather it is problem oriented to produce the facts. Simple techniques of evaluation are not only possible but preferable when applied to small volunteer programs. If the evaluation process is clearly understood and followed, it serves the best interests of a project.

Group C - Keeping Volunteer Skills Current

Participants stated that they were on the alert for ideas that they might use in their own training programs. As answers to this need community resources were listed. The suggestion was made that volunteers should be kept informed about new materials they can use with a child, in addition to those that are found in the classroom. Provide opportunities for volunteers to audit courses that can improve their skills. "Child Development" is an example. Have demonstrations by commercial representatives of new products and ways in which to use them. Hold production workshops in which volunteers make new things to use in their jobs. Take volunteers periodically on field trips even to observe programs operating in another city. Try group leadership dynamics for volunteer growth in self-image. Have volunteers exchange practices. Plan more continuity in volunteer inservice training.

Group D - Developing Volunteer Self-Concept

A need was expressed to be able to create more self-confidence in the volunteer and there was general agreement that coordinators and trainees

Discussion Groups - Friday, March 19, 1971

Group D (Cont'd)

needed more awareness in the development of this area. One concensus reached was that communication is vital in the success of developmental concept.

Use "buddy system", preparation with volunteers and teachers before they begin to work together. P. R. publicity can be used as there is much spade work ahead. Follow-up on program to reinforce goals forms a basis for the volunteer to feel that he has a significant role. Important tasks for volunteers and rewards for their service increase the volunteer's sense of his value to the school.

The persons in this discussion group believed that developing volunteer's self-concept is one of the keynotes in retaining them. They unanimously recommended this as one topic that should be included in workshop discussions.

Group E - Improving Orientation Procedures

The demand here was for new ideas in orienting volunteers and on how to improve orientation procedures. An opinion was shared that hearing others describe their orientation programs and techniques might contribute something in the way of uniqueness.

A lively discussion arose about orienting teachers to an acceptance of volunteer tutors. Among suggestions was that a volunteer coordinator might undertake this task. Some argued that faculty orientation is the duty of the school administrator. One person suggested that parents might form a panel to tell the teachers what additional things they think volunteers could help do for the children. Another idea was to bring in a teacher who had had a successful experience with volunteers. This could be quite convincing. The group remained divided on methods.

The problem of orienting suburban volunteers as tutors for inner-city also brought out several methods. A comparison was made between the tutoring needs of the inner-city and those of rural areas. Orientation for each would have to be hand tailored. Films could be used and reactions given by the volunteers as to what they saw and how they felt about it. Another technique is to

Discussion Groups - Friday, March 19, 1971

Group E (Cont'd)

invite a few children and their parents to a volunteer's party. Getting to know people as individuals from the inner city or rural areas might orient the volunteer in self-understanding. Speakers from organizations that deal with inner-city problems and with migrants could be invited to interpret their economic and social problem, and to answer questions of the volunteers. The "do-gooder" image is not acceptable to inner-city residents or to rural folk.

Ideas were advanced about the variety of roles volunteers can play in a program. When a volunteer learns that what she has to offer fills a need she is then oriented through identification of herself with the service to be rendered. Cities seem to handle orientation programs in many different ways.

The need for teacher orientation was mentioned over and over again. Volunteer talents can be used to orient other volunteers. They should have some form of communication with the school before they start working. Academic subject supervisors are sometimes used to orient volunteer tutors in mathematics and reading and to give them basic skills. The variation in existing orientation programs was said to illustrate a need for more materials and training in this field. It seemed impossible in one workshop to cover this topic as fully as it should be. Every sharing of problems and solutions is worth hearing.

Group F - Volunteers and Career LatticeProgramsPrograms

Participants were eager to explore career lattice possibilities for volunteers. However a differentiation was requested in use of the volunteer from that of a para-professional. The opinion that prevailed is that the term para-professional could apply to volunteers if they are highly trained to do semi-professional jobs in the school. Another distinction asked was between the terms "career ladder" and "career lattice". It was explained that a ladder only goes upward while a lattice affords horizontal as well as vertical opportunities for movement.

Someone suggested that the career lattice design can be used to motivate volunteers and to maintain their interest. This led to these conclusions: 1) emphasis must be upon full-scale development of the volunteer where desired; 2) that volunteers should have the experience of working in various capacities in the school before being "locked in" to one, 3) definite goals must be established within the organizational structure of the schools before a career lattice can be worked out, and 4) types of volunteer activities that constitute a lattice should be identified.

Discussion Groups - Friday, March 19, 1971

Group G - Sensitizing Volunteers to Personal Relations

The group considered volunteer relations as an important subject. Leader and resource persons gave interesting descriptions of several sensitivity training programs and suggested specific methods that might be tried. Volunteers should be trained to approach children as human beings and to relate with neighborhoods in meaningful situations.

Special types of relations that volunteers have are those with teachers, principals, other school personnel, and with the children and their parents. This calls for flexibility and tact. Volunteers need to be sensitized to these many kinds of continuing contacts. Various types of simulated experiences were suggested as training methods. If sensitivity training is to be offered formally, an expert should be secured to conduct it. Volunteers need training in awareness more than in depth psychology or group dynamics.

Role playing encounter situations was set forth as one helpful means of getting volunteers to become aware of their own and of others' reactions. The changing of roles by the same person exposes him to more than one viewpoint.

Volunteers must be able to relate to both the school and the neighborhood in a meaningful way. This is necessary for good communication between the volunteer and professionals, and equally so between the volunteer and laymen. One definition of a volunteer is willingness to relate to others. That takes more than mere friendliness and a desire to be outgoing. Instead training should assist the volunteer to be sensitive about the kind of approach to different people at different times, about different kinds of problems. This is necessary for any solution.

Reporting Session - Friday P. M.

Mrs. Vee E. Tinnin, Regional Director, National Center for Voluntary Action, Chicago, Illinois, presided at the session where these preceeding reports were presented. She thanked the recorders, group leaders and resource persons. Mrs. Tinnin called attention to the program which offered time for viewing exhibits and attending a festival of films in lieu of an evening session. There was no time for audience discussions or comments.

Special Events and Film Festival - Friday, March 19, 1971 - P.M.

Highlight of the evening's program was an explanation and demonstration of "Transactional Analysis" by David Booker, President of Booker Associates, Inc. Excerpts from Mr. Booker's talk follow: "Whenever one speaks to another person a transaction takes place. In each of us there is a Parent, Adult and Child state that have an effect on our daily activities. What does this have to do with communicating with other people? ... There are times when all of us feel uncomfortable, anxious, nervous and afraid - at these times our Child may take over. It helps to examine our feelings to see if they are appropriate to the situation and, if not, take the risk of trusting the other person and communicate from our Adult levels. For example: You may be scared to death when you're asked to talk to a group of people. If you trust them, however, you might say, I'm scared to death, but I'll do my best, here goes. ... The more times we turn off the not O.K. feelings of the Child, or refuse to resort to the authoritarian role of the Parent, but communicate Adult to Adult, the easier it becomes."

Dr. Philip Langerman, Director of Project MOTIVATE showed a synchronized slide presentation that had been developed as part of the EPDA project at Des Moines Iowa Community College. Its title is "Beginning to Read " and it has been used for training volunteer tutors. The film depicts a substitute, symbolistic alphabet to show the tutor how difficult it is for a beginning reader to understand our alphabet. Dr. Langerman announced that the slides may be either borrowed or bought. Films of Headstart, telephone company training, and a Job Corps training were shown.

Discussion Groups - Saturday, March 20, 1971 - A.M.

Group A - Funding and Program Resources of Federal Agencies with State and Regional Education Departments

Most of these discussants were concerned about funds for training and for expanding volunteer programs. A few were interested in continuation grants, and clarification of procedures.

Some general and some specific information was given on how to keep currently aware of funding sources and requirements, such as under Title I. Examples were cited of local efforts that obtained local funding. An overall

Discussion Groups - Saturday, March 20, 1971 - A.M.

Group A (Cont'd)

picture of federal funding through state departments of education was described. School funds are then apportioned to the local level.

One should keep eyes and ears open for new legislation related to appropriations for special type programs. It takes both imagination and initiative to produce money. The problem is not that money is needed but for a better understanding of sources interested in the objectives of the program. The Directory of Foundations can be found in public libraries and is a good guide.

Most applications for funding are competing on a national basis. Therefore proposals should show some expertise.

Reactions of the group to this discussion were: 1) That it was excellent; 2) too many technical terms and government initials; 3) the leadership knew what it was talking about; 4) my particular need was not answered but I gained much valuable information.

Group B - Pre-School Volunteer Programs

The group expressed two main interests: 1) How to strengthen pre-school programs and 2) How to evaluate pre-school programs. Answers that came out of the discussion mainly were: 1) Suggestion for using an advisory volunteer committee to meet both the needs of developing a sound program and for assessing its operation; 2) Recruitment of male college students to help "supply father image" for young children and to add more activities to educational games and to build wholesome relationships; 3) Pilot training, such as carried on at Western Reserve University is effective; 4) Insist on objectives and criteria for pre-school programs in order that they will lend themselves to evaluation. The need for training both teachers and volunteers in ways to cooperate to benefit the children was seriously discussed, although no mention of the parent-education phase emerged.

A felt need was expressed for evaluation reports of pre-school programs that might afford points for guidance in setting up and developing projects of this kind. The National Center for Voluntary Action was named as one possible resource for reports of pre-school program evaluations that may have been made.

Discussion Groups - Saturday, March 20, 1971 - A.M.

Group C - Adult and Continuing Education

Basic reading needs of adults and the recruitment of volunteers to serve adults in community schools were the main topics of this group's attention. The idea of recruiting senior citizens as volunteers was well received. One problem voiced was the protection of volunteers who come to schools located in unsafe neighborhoods. A courtesy patrol organization of the male adult students was offered as one solution. Recruitment of volunteers from travel clubs who might describe conditions in other countries and show slides can be used for adult enrichment in social studies. There are varied uses for volunteers in continuing education. A volunteer might organize a neighborhood class with newspaper reading as a basis for oral English and vocabulary building in talking over current events. Volunteers might tutor at their own homes adults referred to them by the school.

An adult education staff in one large city produces a condensed news sheet for each class night. Teachers and volunteers use the newsletter as instructional material. Try to find organizations that will give particular kinds of services. The Red Cross First Aid Course, or the local Police Department on Traffic Safety will make talks, demonstrate, use slides and supply materials. Not enough books are available for volunteers to use in helping adults in the classroom. Many creative methods have to be used. If programmed instruction is available a volunteer can serve as a consultant on duty for students who encounter problems. Another volunteer service in adult education can be rendered to "shut ins" such as visiting teachers supply for the regular school age population.

Group D - Tutorial Programs Inside and Outside the Schools

After an introduction period people who are involved in classroom tutoring programs were asked to give information concerning them. Detroit uses volunteer tutors in connection with its Title I program. These are placed in both libraries and classrooms. They try to match volunteers with the students to be tutored. On Saturdays they have junior and senior high school student volunteers who tutor children in the elementary grades.

The general opinion was that more youth as tutors should be used in the classroom. Even within the peer group some students are more able and can tutor others who need help. Student tutors do not need to be in the upper part of their classes although in some programs student tutors have increased their achievement along with that of the tutee. They should have a desire to help and this motivates them to be prepared.

Group D (Cont'd)

The group was particularly interested in the Ohio Bell Program. Adults who work in or at the company offices tutor junior high school students. The students are bussed to the telephone company offices once a week for two hours of tutoring on a one-to-one basis from October to May. The parents are involved whenever possible. Descriptions of other tutorial programs were given by our leader from St. Louis and by a participant from New York.

Group E and F - Library Volunteer Programs
and
Health Volunteer Programs
(Cancelled)

Group G - Bilingual Volunteer Programs

The bilingual group began by having each person tell a little bit about what he or she had done in this field. The Spanish Education Development Center in Washington, D.C. works closely with Georgetown University and use their students, Peace Corpsmen and other volunteers. The students work a minimum of 15 hours for which they are given credit on a course. This Center has trained 16 teachers who will work with children in the morning and attend college classes in the afternoon.

Cleveland has a procedure by which the child is taken from the regular classroom for special language instructions. However, children are not taught in their native tongue. This is the obvious difference from the Washington program in which volunteers are required to speak Spanish. One of the basic needs they state is that children need formal English instruction but also need subject material content in their basic tongue.

The group participant from Chicago believes that energies should be channeled into getting the community involved. All types of bilingual programs want volunteers. A final analysis was that the need for centers is most important.

Bilingual volunteer program information should be exchanged by coordinators within cities and from city to city. Some mechanism should be established for this. Spanish speaking volunteers can strengthen the children's self-concept as well as to reinforce their learning of the English language. Ongoing training is essential for volunteers in this area. This will become even more important in the next few years.

Discussion Groups - Saturday, March 20, 1971 - A.M.

Group H - Classroom Volunteer Programs

This group concentrated on classroom volunteers and the specific goals of a classroom tutoring program. Two new uses of trained and experienced volunteers were cited. Have them recruit other volunteers and train them, as they already have been trained. Experienced volunteer tutors can convey their experiences to the tutors whom they recruit. This kind of transmission of information provides the best training because of first-hand experience.

If a volunteer is in a program and knows that programs goals, she will know if those goals are being met. The director or coordinator must make sure that the tutoring goals are clear to the volunteer, not only for the total program but also for each student referred to a volunteer for tutoring. The basic goal of the volunteer is to help children.

The experience has to be made worthwhile for a classroom volunteer. Volunteers can be retained if they believe that what they are doing actually assists the students and the teachers. Use community resources for representatives to talk to the volunteers so that they will learn about available sources. Many resource people are skilled in certain areas and can demonstrate to or share their skills with the volunteer.

There was no set answer as to which is better -- to tutor in the classroom or outside. This depends mainly on the physical plant and schedule of the school. The teacher involved also may have a preference, as well as the volunteer, about what tutoring situation is most convenient. Both should be flexibile and guided by where and how the tutee can benefit most.

A classroom tutor is there to provide an extra arm for the teacher in order to carry out many of the services which the teacher does not have time or may not have the resources to supply. This can be in the form of one-to-one tutorial help, which is the usual tutoring pattern. In this way a child can have individual attention and assistance that, hopefully, will increase the motivation and intellectual progress of the student.

GROUP I - College and Technical School Programs

(This discussion group was cancelled)

Discussion Groups - Saturday, March 20, 1971 - A.M.

Group J - Business, Industry and Government Volunteer Programs

Several representatives of business were in this discussion group led by the Training Director of the Cleveland Telephone Company. The mutuality of interest between business and education highlighted the discussion. Many ideas were advanced for exploring local business and industry interests in "released time" of employees to be volunteer tutors. Some companies will furnish transportation for the students. Government should not be left out of this picture. Both Civil Service and the Armed Forces encourage their personnel to volunteer in education. If you register your type of volunteer needs they will respond when they have a volunteer who meets those qualifications.

Reporting Session and Commentary

Mrs. Vivian D. Adams, Supervisor of Tutorial and Volunteer Programs, Department of Program Administration, Cincinnati, Ohio, chaired this session where the Saturday discussion group reports were given. She mentioned that both of her own college age children were both volunteer tutors, one to the blind and the other young children.

"One doesn't have to give verbal approval to this kind of thing. Instead it's how people see you and how you really feel. Each day we should live our lives to the fullest and give of ourselves to other people", Mrs. Adams said.

General Session - Friday - P.M.

Dr. William L. Smith, at that time the Acting Director of the Teacher Corps, U. S. Office of Education and who since then has become Acting Assistant Commissioner, Bureau of Education Personnel Development, presided. He defined his responsibility as only that of introducing the main speaker, Dr. Cleveland L. Dennard. Dr. Dennard is the president of Washington Technical Institute which operated Project VOICE. Dr. Smith described Dr. Dennard as being in the forefront of volunteerism in addition to his being a leader in the field of technical education.

Here are some excerpts from Dr. Dennard's address:

"For the past two or three years there has been a real concern about improving the quality of the educational process in the United States. There is a great

General Session - Friday - P. M.

Dr. Dennard's excerpts (cont'd)

deal of rhetoric about the relevant need, and the relevant process. I think when it gets down to the basic question Americans in general and minority groups particularly have been asking themselves, how do you assure that students who are educated in public institutions really come out with intellectual compentencies that the society at its present state depends upon? Those basic skills seem to center around reading skills, computational skills and understanding of social processes. Yet when we sit down with a psychologist or a psychometrist we design standardized tests to measure the extent to which a student can conceptualize, synthesize, analylize, discriminate, infer and generalize and when he can't do it, we tend to label him. Now somewhere in this process we discuss accountability for the size budgets that most cities, counties, states and federal government have to produce to pay for teachers. We aren't seriously looking at what is this job and what are the educational outcomes. It is against this framework that the need for volunteerism in education has been recognized and identified. Sometimes those of us who'll consider ourselves as professionals in education take ourselves seriously, rather than taking our work seriously. We become so absorbed in our own professionalism, that we lose sight of our mission objective, which is learning and teaching. Sometimes it is very necessary to have persons on the outside take an objective look at what we are to do, how we are doing it and how we determine how well it has been done. Volunteers have historically provided the emphasis for change or modification, not for the sake of modification but because of new prospectives. I was delighted when the previous Commissioner of Education indicated that one of the goals for the decade of the 70's would be to assure that every child enrolled in a public school in the United States would have before him the agenda of learning to read. This is important for several reasons. First there are 24 million people out of the 202 million living in the United States today who are alledgedly functionally illiterate. This is measured largely in reading terms. I want you to think about this because a person illiterate in the United States in 1971 is in far different shape than a person who was illiterate in 1900.

There is a certain degree of trauma that always occurs whenever something new is introduced into a formula. If you transplant a kidney into my body, my body has a way of rejecting it. It is a natural dynamic of the universe, unless, some special preparation has been made prior to the fact. There is an urgent need for the training of persons to work within the educational environment, who themselves are volunteers or para-professionals or who may not be volunteers, but trained through the volunteering process. Now the training dollars that have been available from the Office of Education to pull groups together and assess the magnitude of this problem and structure some approach to its solution, are available principally in these three areas.

General Session - Friday - P.M.

Dr. Dennard's excerpts (Cont'd)

I have been delighted with the leadership that has come from Grace Watson in the Office of Education, whose long years of experience in the field of volunteerism has made it possible for us to try to get some action going across the land and your presence here today is evidence of that. In the District of Columbia, our concern at the Washington Technical Institute which functions as one of the 70 land grant colleges and as a community college and as an institution trying to respond to the educational needs of the community, our interest in not just to be engaged in something that's busy, but where there is an obvious need. I think the times demand that we view increasingly the kind of programs that the Office of Education develops that have real meaning at the local level. To me this is one of the types of programs that we need to be involved in and communicate back to the Office exactly what you think needs to be done to assure that there is staff and there are resources and that there is an opportunity to learn the how to do it, to get the citizens, and the students and teachers involved in trying to achieve the objectives of this country.

It's particularly important at this time, in 1971, as we are continuing to plan the 200th birthday of the founding of the republic. I'm not sure that that can be over emphasized but if its ideas, if it's the capacity to handle ideas, if it is the ability to expect certain kinds of behavior based on what individuals believe then we have to turn to the schools to help to inculcate those ideas. If we can't handle the skills by which ideas are acquired, then Dickens will be able to come alive again in describing in 1976 as he did in his "Tale of Two Cities" about how good the times were and about how bad they were in the presence of opportunity. I think this is a point in time in which the issues are sufficiently clear as to what the action needs to be in bringing the citizenry into the institutions that we say need focusing."

Evaluation of the 5th Region Workshop

An evaluation committee has issued a separate comprehensive report on the workshop evaluation. This may be obtained by sending a request to Project VOICE, Building 20, Room 105, Washington Technical Institute, 4100 Connecticut Avenue, N.W., Washington, D.C. 20008.

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Spanish Education Development Center
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Carmel B. Whiting
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Sister Joyce Williams
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Mrs. Doris B. Wilson
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School District of Philadelphia
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Philadelphia, Pennsylvania 19103

Mrs. Richard L. Winegarger
Coordinator, State Title III
State Department of Education
Frankfort, Kentucky 40601

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Senior Program Officer
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Recorders in Attendance at the Region V Workshop,
Cleveland, Ohio March 17 - 20, 1971

Project VOICE

Mrs. Bertha Barnett
Library Volunteer
12806 Parkhill
Cleveland, Ohio 44120

Mrs. Carrie Brooks
Classroom Volunteer
1821 E. 93rd Street
Cleveland, Ohio 44106

Mrs. Geraldine Chapman
Volunteer
3042 E. 123rd Street
Cleveland, Ohio 44120

Mrs. Violet Cook
Tutor
1487 Belle Avenue
Lakewood, Ohio 44107

Mrs. Lillian Evans
Library Team Captain
3291 E. 117th Street
Cleveland, Ohio 44120

Mrs. Mabel Faison
Tutor
12804 Parkhill Avenue
Cleveland, Ohio 44120

Mrs. Salle Foote
Headstart Follow Through Volunteer
2904 Morley Road
Shaker Heights, Ohio 44122

Mrs. Glorideen Jones
Sullivan Reading Program Volunteer
1949 E 73rd Street
Cleveland, Ohio 44103

Mrs. Mary Mason
A Community Agent
667 E. 97th Street
Cleveland, Ohio 44108

Mrs. Betty Meadows
Library Volunteer
731 E. 118th Street
Cleveland, Ohio 44108

Mrs. Marie Percell
Library Volunteer & Tutor
3652 Community College Avenue
Cleveland, Ohio 44115

Mrs. Helen Schompert
Library Volunteer & Classroom Tutor
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Cleveland, Ohio 44102

Mrs. Dorothea Smith
Library Volunteer
1372 Crossburn Avenue
Cleveland, Ohio 44135

Mrs. Dana Switzer
Classroom Volunteer
291 Ruth Street
Bay Village, Ohio 44140

Mrs. Ernestine Taylor
Library Volunteer
3656 E. 146th Street
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Mrs. Thomas Walsh
Tutor
3330 Daleford Road
Shaker Heights, Ohio 44120

Mrs. Barbara Williams
318 E. 119th Street
Cleveland, Ohio 44120

Project VOICE

REGION IV WORKSHOP ON VOLUNTEERS IN EDUCATION

CABANA MOTOR HOTEL
ATLANTA, GEORGIA

INTRODUCTION

A three-day volunteers in education workshop was held in Atlanta, Georgia for states in Region IV of the United States Office of Education, October 13 - 15, 1971. Its theme "THE THREE-WAY STREET", Volunteers, Schools and Community was sponsored by Project VOICE of the Washington Technical Institute in cooperation with Volunteers in Education, B.E.P.D., U.S. Office of Education. More than two hundred persons registered from the eight Region IV southeastern and adjacent states.

The workshop opened with registration followed by the Dinner Session. Mrs. Thomas H. Gibson, of the National Committee for Support of Public Schools presided. The Honorable Wyche Fowler, Jr., Esquire and Alderman of the Fifth Ward, Atlanta, Georgia gave the official greetings. In referring to the volunteers he stated that,"There is no higher calling at this day, at this time, and at this hour, especially in the eight or nine states that you represent than the calling for quality specialized education, not only from the professional but from those of us who care enough to bring us through one of the most difficut times in the history of both public and private education in our region. We welcome you here and I am proud to see you, the quality of the group, the organizations that you represent and the talents that you bring to bear in our city."

Dr. John Griffin, Executive Director, Southern Education Foundation introduced the guest speaker, Dr. Cleveland L. Dennard, President of the Washington Technical Institute, Washington, D.C., who spoke on "Volunteer Contributions to Education".

Highlights of Dr. Cleveland L. Dennard's Speech

Dr. Dennard's speech stressed the importance in the United States of gearing our educational system to meet the needs of our third century. "In point of time we are reminded that we are four years, nine months and twenty-two days from our 200th Birthday. In the history of the republic, those two hundred years find us behind in getting together, and our concern is the way in which we celebrate this anniversary.

> What roles are we going to play at this point in history in preparing our children to understand what this country is all about? Why, in this country, rather than any other country in the world are the opportunities for public education accorded more people, even with

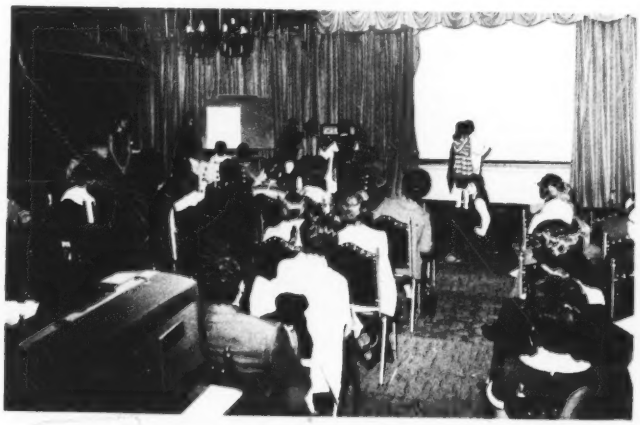
Highlights of Dr. Cleveland L. Dennard's Speech (Cont'd)

> our imperfections? As parents we have been trained from childhood in the concepts of the Declaration of Independence, and at this point in our history, our children should be prepared to understand for what this country stands.
>
> Of special importance are the objectives of our educational processes in preparation for our third century of existence. We must: 1) inculcate the values of our society in our offspring in order to maintain our world leadership posture, 2) develop understanding capabilities in our parent and citizen groups.
>
> We hope that the real larger purpose our society will have as a basic skill taught daily in our schools, one that brings the citizenry into involvement in the learning process to strengthen the moral and intellectural fibre of the nation, so that we can move into this period and out of this period to begin the third century with the kind of confidence America needs.
>
> We consider it a real challenge to have a small part in emphasizing the importance of the volunteer. We do not view in cynical terms, as we frequently hear, that you get what you pay for or that you only can get from people service when you pay them with remuneration. The remuneration of the spirit historically has meant more to mankind than what is actually placed in his pocket. If we didn't believe that, we wouldn't be in education, because despite the increased costs, nobody gets rich as a teacher.
>
> Surely your personal reward for your profession is because of your commitment to larger purposes. It is because of this larger purpose that we have to find ways to strengthen the skills of our young people and adults to continue to make our public educational experience the most meaningful experience possible."

A representative from each of the eight states in Region IV was seated at the head table and introduced by the presiding officer. Among the head table guests were Miss Grace Watson, Director of Volunteers, B.E.P.D., U.S. Office of Education, Washington D.C. and Mr. William R. Pergande, Assistant Director, Regional Office of Urban and Community Affairs, U.S. Office of Education, Atlanta, Georgia.

Dr. Wm. R. Pergande
Assistant Director
Office of Urban & Community
Affairs, Region IV, O.E.

Dr. Cleveland L. Dennard
President, Washington
Technical Institute



Demonstration of Butler Elementary School
Volunteer Enrichment Program
Atlanta Section, N.C.J.W.

Audience Participation in
Transactional Analysis
Demonstration

Dr. Lynette C. Gaines
Professor of Education
University of South Alabama

Dr. Walter Branch
Community Services Officer
Region IV, H.E.W.

Region IV Workshop - Thursday, October 14, 1971

Mrs. Jack Stein, Volunteer Coordinator, Public Schools, Shreveport, Louisiana presided at the General Session on Thursday, October 14, 1971. Miss Grace Watson, Director, Volunteers in Education, B.E.P.D. spoke on "Objectives of Volunteers in Education Regional Workshops". She gave an overview of the scope and trend of Volunteers in Education, dwelling specifically with the goals of the regional workshops. A very significant trend was reported by Miss Watson. It proposes that the volunteer training be combined with the New Teachers' Centers that are being planned. Such a step would mean a consolidation of effort that would increase the success of reaching the ultimate objectives. A film, "The Art of Human Giving", presented by Project MOTIVATE, Des Moines Area Community College, Ankeny, Iowa, attracted unusual interest among all of the audience.

Following the film, Mr. William R. Pergande, Assistant Director of Urban and Community Education, Region IV, U.S. Office of Education introduced the main speaker, Dr. Walker D. Branch, Community Services Officer, Department of Health, Education and Welfare, Region IV, Atlanta, Georgia. Dr. Branch's speech, "Opening The School Door to Volunteers" was apropos of combining the Volunteer Programs with the New Teachers' Centers. He made a major plea for the equalization of educational opportunity and suggested that this was another way in which volunteers could be of value. This climaxed a very fruitful morning session.

After a coffee break the workshop participants divided into six different discussion groups. Group A, "Recruiting and Orienting Volunteers", was co-chaired by Mr. Nathaniel Potts, Superintendent Staff, Department of Volunteer Services, Newark Board of Education, Newark, New Jersey and Mrs. Zenaida G. Nunez, Community Relations Specialist, Volunteer Bureau Community, Tampa, Florida. Resource persons were Mrs. Audrey Jackson, Mr. Lee J. Clowers, Mr. Lyndon Wade and Mrs. Loretta C. Hanes. Some of the questions discussed were: 1) How to recruit and orient volunteers, 2) How do you screen applicants, 3) What is the possibility of using adult education personnel for training volunteers, and 4) How or when do you inform volunteers about rules and regulations and policies of the school?

Some of the conclusions reached in Group A were: 1) sell your ideas, be a good salesman; 2) use senior citizens; 3) use Red Cross, local military, fire houses; 4) get community people involved, especially college students; 5) find established groups and get them involved; 6) do not turn anyone away, if the person is commited, use him; 7) recognize and utilize community resources; 8) contact super markets, electric companies, etc and request permission to place leaflet in bags and bills; 9) require two letters of character reference, send letter acknowledging the reference letters, require a blanket statement from coordinator stating names recommended, get health clearance especially x-ray, keep to minimum qualifications; 10) at the initial meeting all of the "particulars" should be presented. Many participants shared leaflets, charts, posters and/or booklets. They all thought that they gained something useful.

Region IV Workshop - Thursday, October 14, 1971

Group B, "Planning and Organizing Volunteer Programs" was co-chaired by Mrs. Lois Rogers, Coordinator, School Volunteer Program - "Helping Hands", Oklahoma City, Oklahoma and Mr. C. Gerald Summerfied, Coordinator of Volunteer Services, Louisville Public Schools, Louisville, Kentucky. Resource persons were Mrs. Meredith Averett, Dr. Frank Carpenter, Mrs. Eleanor Y. Fisher, Mr. Mark H. Freeman, Mrs. Harry Foltz, Miss Elinor Curry and Miss LoRayne Dinguess. Twenty-seven participants attended this session.

Some of the issues and answers discussed were: 1) What experiences have you had in planning for few volunteers who are of varying capabilities and you do not want those less capable to have the task? All have capabilities. 2) What do you do when persons who are setting up volunteer programs have no experience? a) Nothing to do with children - less menial; b) Leadership training or leadership sensitivity such as Red Cross or PTA's; c) Request material from U.S. Office of Volunteers in Education; d) We started by approaching the Junior League - if we go back to the community, we follow through with Voluntary Placement Center - Ft. Lauderdale, Florida; e) Go back to PTA. We serve 88 agencies which means Easter Seal - C.P. - Voluntary Action Center. Since you have Community Council you can work through National Voluntary Action. You will be able to get money, possibly for one paid employee; f) There should be one central agency supporting the Volunteer Program for the school system - not a group - so all volunteers can go through this central agency. 3) How do you organize and implement volunteer programs? How do you do this in rural areas? a) go where people organize (gather); b) go to the churches; c) go to the annual fair; d) go to market places on Saturday; e) start with a small number and work up to maximum; f) county agent's office - there appears to be lots of jealousy in rural communities between Title I people and the programs that do not receive Title I money. The churches, etc., are not willing to give support to Title I people because they are rich and do not need the money. 4) How are schools responding to volunteers? a) beautifully, we want to organize a City Wide Volunteer program rather than just use Junior League; b) camp on school board doorstep - they give when pressure is consistent and never give up. Form coalition with other groups, get PTA to ask for other groups beside Junior League, c) Miss Dinguess will send anyone a PTA publication if they will write her in Raleigh, North Carolina (see advanced mailing list); 5) How do you organize a program so that the volunteers are directing themselves? a) start at the beginning with your volunteer so that he can grow in a step by step way and gain confidence in himself; b) coordinator of volunteers should also be responsible to maximize that person's potential, let volunteers themselves coordinate what they would like to do so volunteer coordinator can sit back and look - maximum potential can be gained through interview; c) see School Volunteer Program, Oklahoma Public Schools, page II, Duties of Volunteer Committee and page VII, Structure for Advisory Committee; d) draw into program the retention power of program; e) you've got to take the supportive role of a volunteer, not the directive role always

Region IV Workshop - Thursday, October 14, 1971

Group B (Cont'd)

such as have the governor give a written approval of Volunteer Association and send to supervisor, give certificate to volunteers for the services that looks like a diploma, and in Atlanta there is a volunteer for the day announced on the radio or TV nominated by volunteer organizations.

Group C, "Faculty Preparation to Maximize Volunteer Programs" was chaired by Mrs. Elizabeth Guyton, Coordinator of Volunteers, Atlanta Public Schools, Atlanta, Georgia. Resource persons were Dr. J. Clyde Blair, Mr. J. Donald Wood, Miss Jane Satterfield, Mr. Lawrence E. James, Miss Lena A. Anderson and Sister Mary Theresa. Twenty-two participants attended this session.

Some of the questions discussed were: 1) What are teachers' attitudes on the role of volunteers; 2) Is it essential to have the support of administrative staff for volunteer programs; 3) What is the responsibility of professionals as related to volunteers; 4) How can teachers best utilize volunteers in the classroom; 5) What is the legal responsibility of the teacher to the volunteer; 6) Does the volunteer supplant the teacher; and 7) What is the criteria for the selection of a volunteer?

Some of the conclusions reached were: 1) that area superintendents as well as research personnel should have "input in" volunteer programs; 2) a background sheet of volunteer interest, preference of grade level should be submitted to teachers; 3) the establishment of a developmental system by which volunteers are oriented to school faculties; 4) it is necessary to have the support of Boards of Education for an effective volunteer program; 5) volunteers should be accountable to the principals; 6) volunteer should be allowed to work in areas of interest where he can best express his creativity ability; 7) the team of adults should be expanded (namely the volunteer) in order to have a better team approach in the classroom; and 8) more planned meetings for teachers and volunteers are needed.

Group D, "Early Childhood" was co-chaired by Miss Carol Brooks, Assistant Manager, Special Activities, Children's TV Workshop, New York and Mrs. Florence Kerckhoff, Director, Child Development Laboratories, Purdue University, W. LaFayette, Indiana. Resource persons were Mrs. Frances Cox, Mrs. Ollye B. Shirley, Miss Judith Butler, Miss Virginia Walker, Mrs. Barbara Whitaker, Mrs. Anna Woodward, and Mr. Amos W. Wright. Twenty-three persons participated at this session.

Region IV Workshop - Thursday, October 14, 1971

Group D (Cont'd)

Some of the questions discussed in Group D were: 1) How much and what kind of training does a volunteer need to work effectively in the classroom with young children; and 2) How can the teacher and educational establishment be made receptive to the positive contributions that a volunteer can make?

Some of the conclusions reached were: 1) volunteers need to be taught professional ethics--so do teachers. Information about a child's background, family, finances, etc. should not be discussed flippantly in a manner that might degrade the child or his family; 2) volunteers need to be familiar with professional terminology used by teachers. A volunteer should know that a child described as "slow" is not mentally retarded; 3) society (specifically the community) and school need to merge their efforts toward enhancing the development of the child. Teachers need to become familiar with the conditions and needs of the community. Parents need to become familiar with the conditions and needs of the community. Parents need to become involved in the programs of the school and reinforce the training offered there at home. Volunteers from the community can influence the school and act as public relations people in informing their neighbors about the school; 4) our society lacks a "sense of community", volunteers need to feel that their contributions are worthwhile, a successful volunteer program must involve people with people, not things, a volunteer should not be used as a substitute janitor; 5) the word "volunteer" may be deceptive, they are people helping people and their feelings should not be ignored, recognition is an important component of their compensation; 6) ideally, a volunteer program suggests humanity to humanity rather than humanity to things and we could do a better job in educating children to be more aware of likenesses among people.

Group E, "Reading", was co-chaired by Mr. S. Kemble Oliver III, Reading Consultant, Division of Languages, North Carolina Department of Public Instruction, Raleigh, North Carolina and Mrs. Polly Williams, Coordinator, Project UPSWING, Special Education Department, University of Mississippi. Resource persons were Miss Mary L. Beach, Mrs. Mildred Freeman, Mrs. Elizabeth Hammond, Dr. William C. Hampton, Mrs. Helen T. Pollard, Mrs. Jack Stein, and Miss Joanne Vincent. Sixteen participants attended this session.

Some of the questions discussed were: 1) When do you assume that the

Region IV Workshop - Thursday, October 14, 1971

Group E (Cont'd)

teacher is competent to diagnose problems? Some of the suggested answers were: 1) when she can train volunteers in a limited number of skills; 2) teach reading skills and transfer to lay language; 3) teach parents skills and have them teach their use with children; 4) give parents materials - using catch words and letter sounds; 5) if volunteers are unable to teach reading, give them another job; 6) volunteers from community (or workers) train and teach parents; 7) it is important to get people in the actual community to work; 8) train and work with children from birth; 9) teach workers and organize them to do other jobs such as, clean-up and painting; and set up day care centers in as many schools as possible. Another question asked was, "If a child is placed in a rich environment (special aids, teaching methods, materials, etc.) do they regress when they have to go back to a less affluent environment?" The answer was, "No, not necessarily."

The following problems of tutors were discussed: 1) a teacher may be on the defensive when someone comes into her classroom, she does not like to be observed; 2) impress on the volunteer that the teacher is the professional even though she is a poor teacher - she is in command; 3) children are language deprived as shown by their sense of fear of saying the wrong thing when talking with a teacher; 4) most volunteers can possibly speak the language of a child causing the child to respond better; 5) community experiences should be shared by the volunteer and the child; 6) bring in community people who can discuss their work with the children, such as, a coal miner can come into the classroom in a coal mining area; 7) materials - such as Montgomery Ward and Sears, Roebuck catalogues - teach sight words or use pictures, also discarded newspapers 20 or 30 years old can be used for a history lesson; 8) make books from children's own experiences; 9) set up behavioral objectives; 10) volunteers and teachers should plan program together and 11) motor development goes hand in hand with reading.

Group F, "Tutorial, Including Student Tutors", was co-chaired by Mrs. Marjorie H. Artis, Supervisor, Jefferson County Board of Education, Youth-Tutoring-Youth Program, Birmingham, Alabama and Mrs. Edith Ellis, Associate Director, School Volunteers for Boston, Boston, Massachusetts. Resource persons were Reverend Hoyle T. Allred, Mr. Gary Yellin, Mr. Terry Jacobs, Mrs. Frankie Johnson, Miss Margaret Miner, Mrs. Frankie Sanders, Mrs. Martha Hogsett, Miss Modestine Rogers and Mr. Michael L. Bowen.

Region IV Workshop - Thursday, October 14, 1971

Group F (Cont'd)

Some of the questions discussed in Group F were: 1) What is the most effective way to gain acceptance by teachers and other school administrators of outside tutorial programs; 2) How do you get "needed" materials for the program; 3) How can you maintain maximum student enthusiasm and participation in the program with a salaried adult coordinator; 4) Is the same approach used with the gifted child as the one with the under achievers?

Some of the conclusions reached were: 1) schools should not be the only source of housing for tutorial programs, consider churches, community centers, and the like; 2) support of school is a "must" in order to be successful; 3) "Sell" your program - prove that it works - align influential people with school board; 4) use proper approach by establishing rapport with teacher, principals and tutors; 5) tap community resources, use parent workshops or parents at home, give recognition for service, introduce new stimulating ideas; 6) obtain head supervised tutor (coordinator) for tutors, contribute salaries to other programs for school supplies, etc., if college is near use college students and get credit for field experience, pay transportation; 7) give a dimension - not touched in classroom - ex-persons who have traveled or have experience in the arts, etc., ratio depends on the tutor.

Subsequent to the close of the morning discussion groups, lunch-at-large was suggested. This was the first opportunity that many of the participants had to get a miniview of Atlanta. The weather was favorable and many strolled within a radius of six blocks, were able to eat and return to the Cabana Hotel for the scheduled afternoon discussion groups which were a repeat of the morning sessions.

Two new features were offered at this workshop, 1) a Clinic and 2) a Materials Display Room. Participants could schedule appointments for an hour with specialists for further discussion or specific information in any of the topics discussed within the six different group sessions. The Materials Display Room was quite popular. This room was kept open during the workshop for participants to visit. They, in turn, were rewarded with a variety of purposeful publications and educational materials to be used in volunteer educational work. Other books were on display for reference purposes.

Also planned for the workshop was an evening free chartered bus trip to Historic Atlanta Underground for any of the participants who were interested. Two busses of workshop participants left the Cabana Hotel at 6:00 p.m. for a three hour tour. They were rewarded by a short sight-seeing tour as well as a never to be forgotten view of the "Mall type" quaint shops and restaurants of the Civil War era, intermingled with modern shops, cafes, restaurants and night clubs. After one and one-half days of purposeful educational sessions everyone felt that the trip was a happy interlude in the workshop schedule.

Region IV Workshop - Friday, October 15, 1971

Dr. Lynette C. Gaines, Professor of Education, University of South Alabama, Mobile, Alabama presided at the General Session on Friday, October 15, 1971. Dr. Curtis Henson, Assistant Superintendent for Instructional Services, Atlanta Public Schools brought greetings to the workshop participants. An elementary school enrichment was provided by Butler Elementary School students and Mrs. George LeFont, Atlanta Section, National Council of Jewish Women. Grade-3 students were presented in an excerpt from "Hansel and Gretel" which was admirably performed. When asked how much preparation had been put into the production, it was revealed that a little over two hours was necessary. The students were delightfully entertaining. Several of the National Council of Jewish Women representatives described their organization and other volunteer activities. Mr. David C. Booker, President of Booker Associates, Inc., Reston, Virginia and Transactional Analysis Consultant developed a bristling session on the interaction of individuals in communication in their many activities. Using workshop participants, meeting for the first time, varied and unexpected reactions resulted from the communications demonstration.

After a coffee break the workshop participants divided into six different discussion groups. Group A, "Community Relations Through Volunteers" was co-chaired by Mrs. Pearl C. Brackett, Assistant Superintendent, Community Schools Division, Baltimore City Public Schools, Baltimore, Maryland and Mr. James L. Mikell, Jr., Volunteer Coordinator, Charleston County School District, Division of Instruction, Charleston, South Carolina. There were seven resource persons and twenty-two workshop participants. The panel and group were asked these questions: 1) How do you "open" the schools; 2) How do you know what other agencies or groups are doing; 3) What legalities and liabilities do you face with volunteers and your program; 4) What are the problems of community feelings toward volunteer programs; 5) What can be done to get more men; 6) How much staff and what budget does it take to run a 5,000 volunteer program; 7) What is the easiest way to specify guidelines and school policies without offending volunteers; 8) Can you clarify orientation as opposed to training; 9) What are the new techniques in recruiting; 10) What printed materials do you use for recruiting; 11) Where can you get them; 12) Who pays for this; 13) How do you reach business, industry, and labor; 14) How do you find jobs challenging enough for retired persons with expertise; 15) How do you solve your transportation problems when sending tutors and volunteers into the community; and 16) How do you change attitudes, involve community people, help work out their problems in order that they may become volunteers?

Some of the suggested answers to these questions were: 1) Make a report of preconceived expectations to each agency, club, organization, etc., and an end of the year report; 2) Ask the community what its wants and needs are, involve it in all stages of planning and development of their program; 3) Then you must search, contact, identify and utilize all people, (especially that "key" person and others influential in the community) who are able to make just such a program work; 4) You must consider and plan out each step of your program

Region IV Workshop - Friday, October 15, 1971

Group A (Cont'd)

and then find out about the liabilities and legalities involved in the various aspects of the program; and 5) Last, but not least, consider all possible ways to face and iron out the local stigma identified with public school volunteer programs.

Group B, "Publicity Guides", was moderated by Mrs. Mary Swanson, Assistant Director, Project MOTIVATE, Des Moines Area Community College, Ankeny, Iowa. There were four panel members and nine workshop participants. Some of the questions asked were: 1) How can we get people to know about our program so that they will volunteer; 2) How can we get on TV; and 3) How do you get funds?

Some of the suggested answers to these questions were: 1) In order for you to get people involved you must be an expert salesman, you must know your subject (your program), protect your image, learn the ropes, plan ahead, be professional in your actions, follow through with your commitments, be concise and evaluate each step; 2) Choose and use the right people to help you sell your program, know something about your audience, and be aware of them and their needs; 3) Advertise, circulate and post (on bulletin boards) your literature (posters, pamphlets, newsletters, brochures, form letters, flyers, visual aids) slides, tapes, testimonials, thoughout the community (grocery stores, barber-beauty shops, offices, etc.) and in local and state government agencies, businesses, industries, unions, radio, news and TV stations. (In Atlanta - Mr. Gilpin WETV); 4) Hold informal talks, interviews and make speeches whenever and wherever possible about your program; 5) Contact printers and novelty companies and have them make signs and buttons and banners to help publicize your program; 6) Develop a "nose for news", make personal contacts with the news media, try to get their ideas and help (public service department), be ethical in all your contacts, and wherever possible make the managers of the media honorary volunteers; and 7) When soliciting funds do not ask for money when other drives are on, and always remember to say "thank you".

Group C, "Development of Student Volunteer Programs", was co-chaired by Dr. Edward Brantley, Vice President Clark College, Atlanta, Georgia and Miss Karen Gabriel, Director of Volunteer Services, Mississippi State College. Fifteen workshop participants joined this group. Some of the questions raised were: 1) Do college students tutor high school, junior high and grade school students; 2) Is this tutoring for credits; 3) Does it matter if a volunteer is paid or gets credit; 4) How do you motivate students to volunteer when these students need money; 5) How does one decide what type of program is needed; and 6) How do you organize?

Region IV Workshop - Friday, October 15, 1971

Group C (Cont'd)

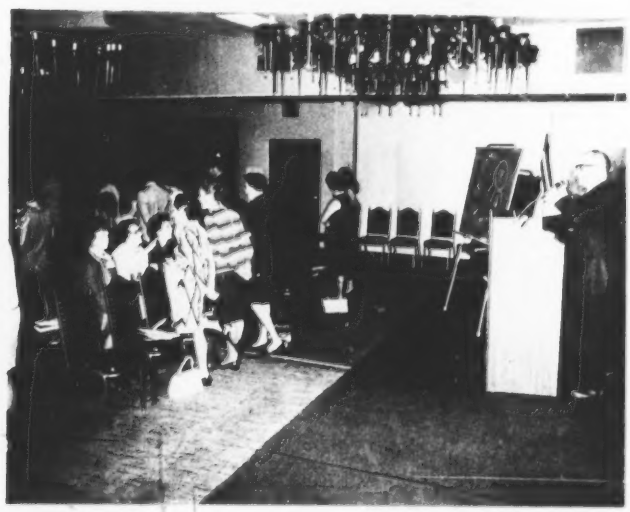
Some of the suggested answers given in Group C were: 1) College students do tutor on a volunteer basis; 2) Some tutor for college credits, but in most cases the students are more concerned with the tutee and the end product; 3) Students who need financial help should seek help through college funds, but a good coordinator should make financial help a part of the fringe benefits to motivate volunteers to help; 4) In one instance, the Junior League started the volunteer program and the coordinator directed it; 5) Ten pilot schools received help through the program; 6) The coordinator made surveys, determined the needs of the school and the types of volunteers; 7) She then recruited, interviewed and screened the volunteers. They were trained through workshops; 8) Then the principals and teachers selected the volunteers who best suited the needs of their particular school; and 9) Many students felt that adults can be very good volunteers, but agreed they must be properly oriented and trained.

Group D, "Volunteers in Adult Education", was co-chaired by Mr. Frank K. Hardin, Curriculum Supervisor, Office of Adult Education, State Department of Education, Columbia, South Carolina and Mrs. Alice M. Leppert, Director, Volunteers in Community Services, Church Women United, New York. Eleven persons participated in this group.

Some of the innovative ideas suggested by this group were: 1) That some of the volunteers used in libraries have an area of interest for adult education; 2) There is a need for more coordination within volunteer groups available to serve; 3) It is wise to use volunteers in many ways, recruitment, advisory counsel, social work, tutorial services and also as a means to help them continue their own education; 4) The Volunteer Program in Atlanta, OEO, and United Appeal brings agencies who have volunteers under one umbrella; 5) The training and orientation for volunteers is very important and especially for instructional programs; 6) Volunteers can help with personal problems and the teaching of many social skills; 7) Caution is necessary in sensitivity of persons in the ABC programs and it is important that individual instructions be given in this program; 8) A point that was brought out was that Adult Education programs have better terminology than other Basic Education groups; and 9) An interesting program in operation is "Dial-Accers" under the operation of Dr. Wood, Assistant Superintendent, Pike County, Troy, Alabama.

PROJECT VOICE
REGIONAL WORKSHOP
ACTIVITIES

Dr. Curtis Henson
Assistant Superintendent for Instructional Services
Atlanta Public Schools



Region IV Workshop - Friday, October 15, 1971

Group E, "Tutorial Programs" was chaired by Mrs. Marguerite C. Selden, Assistant Superintendent, Department of Summer Schools, Continuing Education and Urban Service Corps, D. C. Public Schools, Washington, D.C. There were nine participants in this group.

Some of the questions discussed were: 1) How much training do volunteers need for a program in reading; 2) How much do you need to begin such a program; 3) Where do you start in training a volunteer and how; 4) What are the areas of tutoring; 5) Are tutorial programs related to local volunteers; 6) How do you get adults to admit that they can not read; 7) When you have a volunteer who doesn't work out, what do you do; 8) Do volunteers really belong in education or should teaching be left to the professional; 9) How might we reduce the gap between the "professionals" and the "volunteers" as far as status, comforts and identification; 10) How can you solve the problem of physical facilities - space - for the volunteer program; and 11) What do you perceive as the assets and liabilities involved in tutors going into homes?

Some of the solutions suggested were: 1) We should help tutors develop confidence before they begin and help them feel comfortable as tutors. The Laubach method gives about twelve hours of training to be used for older children who read on low level. The method teaches volunteers how to use high interest, low vocabulary materials; 2) Start with general knowledge, helping children to listen and speak effectively getting their attention. When you are speaking to them talk slowly, clearly and distinctly. Training for volunteer parents depends on what they are capable of doing; 3) Helping children to improve study habits is an important job for the tutor, but make sure tutor knows how to use resource materials, library, etc. and also how to communicate with teachers; 4) Tutors are used in reading and mathematics only, in some geographical areas and in Atlanta volunteers are used in any area that the child needs help; 5) Student tutors in Oklahoma City work outside of the school after school hours, Bell Telephone employees tutor at the Bell Building; and some college students go to the classroom and work under the direction of the teachers; 6) Some resource materials are available from the National Reading Center in Washington, D.C., The National Center for Voluntary Action, Washington, D.C., local (Atlanta) Volunteers Atlanta; Laubach Literacy; Literacy Action, Inc.; Volunteers in Education, U.S. Office of Education; Gwinn; ESAP; Publishing Houses and businesses; 7) In Adult Education, Literary Action, Inc., works with various states and local agencies as resources, churches, schools, and governmental health institutions; 8) Must work with professional people in such a way that they will respond

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Group E (Cont'd)

successfully; 9) Local agencies, Welfare Departments, etc. can give advice about adults who need tutorial help; 10) Give help with positive points of view; 11) Adults benefit from learning how other people live, and you must be careful about imposing "middle income values" on low income people; 12) Sometimes the volunteer doesn't work out so you have to give a definite trial period. At the end of this period service can be ended, volunteer can be transferred or volunteer may feel it is not for him; 13) Teachers feel that volunteers have a direct usefulness and they are needed to supplement the program (formal and informal tie together); 14) The gap between the paraprofessional and the professional has been handled in different ways. The Beta Club in one city took on tutoring responsibilities. The kids in another area involved in tutoring actually profited more because they gained confidence and it also helped motivate them; 15) Workshops for developing materials for volunteers and professionals together have been funded and funds are available from Volunteers in Education, U. S. Office of Education, Miss Grace Watson, Director; 16) Our profession (education) is late in recognizing that teachers and volunteers need to work together as a team, such as medical profession - doctor and nurse; 17) Physical facilities for volunteers and tutors have posed some problems. The library, church and community centers should be tapped; and 18) Quite often it is disruptive for the tutor to work in the home because parents worry about house being clean, etc., on the other hand there are volunteers who have succeeded and can tell their success stories, and the kinds of ways that they build a relationship with the tutor and his family.

Group F, "Training Volunteers" was co-chaired by Mrs. Helen Pollard Reading Specialist, D.C. Board of Education and National Reading Center, Washington D.C. and Mrs. Warren Windie, Founder, Volunteer Placement Center, Finding Suitable Placement, Ft. Lauderdale, Florida. Thirty-two workshop participants joined this group.

Some of the questions discussed were: 1) How often is each child helped; 2) How long do you stay with a child; 3) What about materials like SRA Mathematics Kit; 4) What materials do you suggest; and 5) What is the importance of attitude toward child, what of ethics?

Some of the suggested answers were: 1) By teaming with another adult you can help the child two or three times a week; 2) It is suggested that you tutor ten minutes to a half hour per session; 3) This was a training and

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Group F (Cont'd)

demonstration session so all buckled down to work; 4) Mrs. Pollard, NRC trainer, demonstrated the use of the Dolch list, 100 word article count, and also the sound box. The group participated in using these materials; 5) Teaching mathematics also was a part of this session and the group was told about the importance of manipulating materials used in teacher mathematics. Some materials suggested for use were: Dr. Spello, SRA, media and others; and 6) Other topics discussed were PE games, workshops for the use of machines and other audio-visual aids and equipment, important principles of learning, ethics and language patterns.

Between adjournment of the discussion groups and lunchtime, films were shown in the auditorium. This operation was made possible through courtesy of the Audio-Visual Department of the Atlanta Public Schools. The films shown included "Make a Face for Tomorrow", "Poets and Mathematicians", "How to Tutor" and a Head Start production.

General Session

The final general session of the Workshop was chaired by Dr. Benjamin E. Mays, President of the Board of Education, Atlanta Public Schools and former President of Morehouse College. Dr. Mays introduced the members of the first symposium which dealt with "Funding and Related Resources".

Dr. John W. Hill, Consultant, Research and Higher Education, Alabama State Department of Education led the symposium with his detailing of the Education Professional Development Act. Mrs. Claire Coughlin, Consultant with the Florida State Department of Education gave information regarding Title I of the Elementary and Secondary Education Act, over-all federal funding resources and requirements were described by Mrs. Grace H. Davis, Assistant in the Federal Programs Division of the District of Columbia Public Schools.

Some of the questions asked were: 1) Is there any way to check all possible sources of funds and avoid duplication of funding; 2) What help can be given to a local group in writing a proposal for available funds; 3) Are there funds available for training volunteers and the salary of coordinators; 4) What part will the National Reading Center play in funding reading programs; 5) Can you explain EPDA in relation to volunteers and are funds available; 6) Where can you turn to get funds to establish a volunteer program, and use already trained personnel; 7) Will the Washington Technical Institute assist state and local groups with funding volunteer programs; 8) How do you get stipends for

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Funding and Related Resources (Cont'd)

programs already funded; 9) Where does one start in seeking federal and state funds to help support a volunteer program; 10) How can I secure an outline of and the procedure for writing a proposal for funds, and where can I get a list of names and addresses of places that have funds; 11) What public and private sources of funds (foundations, organizations, industries, etc) have successful volunteer programs used; 12) How can one secure funds for local workshops; 13) How is business and industry helping in funding volunteer programs; 14) How can colleges and universities get funds to carry on volunteer training programs?

Some answers were: 1) EPDA is state level administration for training aides and volunteers and up dating teachers at satellite training centers, Mr. Hill stated that there is 2.5 million in his state for training and some money is available for travel; 2) other valuable information on funding was referred to in "American Education Annual Guide to O.E. Programs, 1972" copies of which can be obtained by writing, The Editor American Education, U. S. Office of Education, Washington, D.C. 20202; "Business, Industry and Education", by Benjamin H. Pearse; "American Education" Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (10¢), catalog No. FS 5.220:20116, U.S. GPO Washington, 1969; "Education Professions Development Act Report", U. S. Office of Education, Washington, D.C. 20202 and "Six False Reasons Why Fund Raising Should Be Delayed", by David E. Miller Associates, Ltd., 344 Westchester Avenue, Mount Vernon, New York 10552 and "Pointers on Private Funding" by Robert L. Cousins, 195 Pineland Road, N.W., Atlanta, Georgia.

Additional comments and suggestions were: 1) Private donors and foundations prefer to give to tax-exempt programs and projects. Be sure your's is tax-exempt before submitting a request; 2) Public libraries have the "Foundation Directory" (published by the Foundation Library Center) that includes a brief description of each foundation, its officers, its scope of interests so far as the kind of activities to which it contributes, and states any restrictions in its grant program; 3) Select potential donors who are appropriate for your kind of appeal. Study their conditions, restrictions, etc. to be sure that what you submit is in line with their regulations; 4) Most donors now do not want to make commitments for more than one year due to current economic uncertainties; 5) Requests for 1972 should be made now during 1971; 6) Have descriptive material and tentative budget to show how the money will be spent. Cultivate

or emphasize their interest area and show how the money will promote this; 7) Local banks make contributions through their advisory committee. Do not go to the president; 8) If you receive funds be sure to spend it as proposed in your submission.

The human side of volunteer services was the vital point brought out by Miss Helen M. Turner, Area Director, Office of Volunteer Personnel, American National Red Cross, Atlanta, Georgia. Miss Turner cited many organizations, like her own, businesses, such as the telephone company, retiree associations of professionals and laymen, senior citizens groups, church groups, college and university students, social clubs, sororities and fraternities -- as possible sources of valuable help. These are the equivalent of funds. Government also is attempting to encourage workers to volunteer. These can be contacted through a special office in Civil Service. "It is the heart that counts most", Miss Turner reiterated, "For without that as motivation there would be no volunteers."

Another related resource - that of the parent-teacher associations, was reported by Mrs. Larry E. Metcalf, Chairman, P.T.A., RISE Project, North Carolina Congress of Parents and Teachers, Raleigh, North Carolina. Mrs. Metcalf commented on the natural relationship of parents to the needs of children in the school and urged the schools to take advantage of the RISE resources. RISE stands for "Reading Improvement Services Everywhere" and is not limited just to its membership as volunteer tutors but actively recruits other interested persons.

The last group discussion centered around "Evaluation Procedures for Large and Small Volunteer Programs". This topic was discussed by a panel consisting of Dr. Mildred P. Cooper, Assistant Superintendent, Department of Planning, Innovation and Research, District of Columbia Public Schools; Dr. H. Russell Cort, Director Evaluation Systems Department, General Learning Corporation, Chevy Chase, Maryland; and Dr. Irene C. Hypps, Director, Project VOICE of the Washington Technical Institute, Washington, D.C. There were about forty-five participants.

Among questions asked of this panel were these: 1) What has been learned from past evaluations; 2) What kind of report should an evaluation provide; 3) What do you see as the purpose of evaluation; 4) Are there some programs too small to be evaluated; 5) What is the need for evaluation from different departments when one department could do it all; 6) Where do you find qualified manpower to evaluate; 7) What is evaluation and how do you go about it?

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Evaluation Procedures for Large and Small Volunteer Programs (Cont'd)

Some answers were: 1) Design variations as a function of size of program; 2) The experience of Project VOICE at Washington Technical Institute is a result of concurrent evaluations; 3) Evaluation should be involved from the initial planning of the project; 4) Evaluation is necessary for funding and helps keep the project realistic; 5) Evaluation is used as a management tool; 6) The overall component goals are the base; 7) Evaluation of volunteers gives a concise description of what is; 8) It is important because of early feedback in useful form; 9) Evaluation of intangibles difficult, spontaneous remarks; 10) There has been research in affective domain, "ERIC".

Information given to further aid in considering evaluation was a listing prepared by Dr. Hypps:

What does evaluation do?

Shares in the wording of program objectives
Runs concurrently with the program
Gives written description of its procedures
Prepares any necessary forms
Makes on site observations
Asks reactions of participants
Asks reactions of staff
Compiles and analyzes information
Identifies problems, helps suggest solutions
Supplies periodic feedback to administrator
Submits final evaluative report.

Mrs. William Ewing, an outstanding volunteer in education in the Louisville, Kentucky Public Schools, was called on to give the closing remarks. Mrs. Ewing challenged all those who attended the Region IV Workshop to go back to their communities filled with the spirit of volunteerism. Her final summation was that in service to others there is no higher calling among mankind and that the true volunteer is at the top of this list.

Region IV Workshop

Workshop Evaluation

Only three questions were asked of the persons attending the workshop sessions and discussion groups. Here are their unedited replies.

Question 1. What is the most significant thing that I learned or experienced from being here?

Answers:

Others have many problems as I do.
It was a good thing to exchange materials, addresses and ideas.
Learning about what other people were doing.
It was great to meet others who were excited about volunteers being an asset to education.
Sources of materials and samples of materials being used in other areas.
Being able to talk with persons in other related areas.
Ideas about tutorial programs, also recruiting and training.
All most excellent.
The wealth of possibilities available for volunteer programs in our school district.
Resources obtained are most valuable part of conference.
Found the conference to be middle-class -- organized bureau oriented with few problems related to poor, rural, untrained people in communities where there actually were no resources.
The exchange of ideas and information presented was invaluable.
The bringing together of resources in terms of persons and written materials.
That many school systems really want volunteers.
A brainstorming workshop session. Could have been better prepared by knowing this type would be the format of the participants.
Need for a liaison person - a coordinator of volunteers.
Comparing operations of other volunteer programs and sharing experiences.
One workshop group was poorly led and organized and never got to the crux of the problem. Disappointing.
I enjoyed finding out about the different kinds of programs.
How much is being done through Project VOICE and other reading programs.

Region IV Workshop

Workshop Evaluation (Cont'd)

Answers to Question 1 (Cont'd)

Too much stress on "funding" for paid volunteers.
I was sorry to hear that people must be paid in order to do what needs to be done - person to person. Happy that some are still "at it".
Interesting legal aspects of volunteerism before going too far in program development. We are better at giving than receiving.
Many very defensive about what they think of as imposed programs.
That other persons are interested in same program. Contacts with persons who can give answers to problems.
What funds are available for training.
That the potential exists for many volunteer programs.
To develop programs which run concurrently and which complement one another rather than overlap unnecessarily.
The strengths and weaknesses of my own program in comparison with others.
Meeting people and talking to them about projects.
Training session only focused on reading. This is only a small part of a volunteer program.
Meeting the people in the field and discussion of funding.
Most programs are fragmented -- going into many directions.
I'm afraid that many of the participants will "kill" their volunteer programs if more planning is not accomplished.
Many talk of education as if it is not a fundamental part of community and blame educators. Educators in high places must wake up.
Is volunteer the best name for our people?
The many ways in which volunteers can be utilized.
I have learned the many ways volunteers can be used in our schools other than as substitute teachers.
The concern for human giving and the many problems and agencies identified with volunteers.
Associations and sharing our experiences with others has served as a battery recharging station.
The materials which I received.
How little people know about volunteers.
Dr. Freeman's comments about her methods for teacher vocabulary enrichment as a prelude to better teaching of reading in "inner city" schools.
The program would have been more meaningful for me it types of volunteer programs had been organized to meet separately, such as reading, tutoring, library, adult literacy, etc.
I picked up several ideas.

Region IV Workshop

Workshop Evaluation (Cont'd)

Question 2. Am I more motivated to do something about volunteers in education than before? _____Yes _____No

Answers:

Yes = 85% No = 8% Both = 3.5% No Reply = 3.5%

Question 3. If yes, What do you plan?

Answers:

Try to get teachers and volunteers together more often
Work to get the volunteer program accepted in my county as a whole
A more comprehensive program to begin with an advisory committee
Establish a program of some sort in our local school system
Get more people involved
To begin immediately with the schools to find out what their needs are in relation to volunteers
To continue working on volunteer programs in my six U.S. projects
Begin some pilot programs in various schools
Establishment of a model for replication of volunteers in education for the state
Be more understanding of schools' feeling about using volunteers
More of same, only twice the effort
Will attempt work with students in our universities, colleges and junior colleges in our area - not only in tutorial programs
Present a resume with suggestions for implementation to Superintendent to be given to the Board of Education for approval
Start a volunteer program
More specific training programs in Follow Through
To work with the local program, the State Department of Education and the National School Volunteer Program to develop a model which can serve to demonstrate the feasibility and advantages of TRAINED Volunteers in Education
A vast extension of my present endeavor

Region IV Workshop

Workshop Evaluation (Cont'd)

Answers to Question 3 (Cont'd)

To try and obtain funds to provide a staff at the State Department level for coordinator of volunteers
Re-examination of a part of our program which is extensive
I want to communicate more with people in other places in the United States
Recommend that volunteers be used in many of these ways in our school system
I plan to organize a pilot volunteer program in my school as an initial beginning to volunteer programs in my system
Coordination of groups and organizations to better utilize the volunteer in all efforts
To share my experiences with others
Put into practice the action here and keep in touch and expand
I plan to encourage our projects to pay volunteers for attending training sessions
We have had difficulty in recruiting low-income volunteers. This plan may help
To continue writing materials
Try to get school system to expand use of volunteers in actual teaching assistance under supervision of professions
I plan to continue our volunteer program and to implement it
Use ideas I received from personal visits with other coordinators

Post Workshop Mail

Persons from many of the southeastern states have corresponded with Project VOICE since the workshop. Their comments are enthusiastic proving that some of the interest generated at the Workshop really was injected into "back home" plans and programs. Perhaps these expressions of after the workshop - - what are best epitomized by the following excerpt:

..."The Workshop addressed itself to the needs of the participants and has already led to the submission of state-wide plans by five State Departments of Education in the Region."

(signed) Grace E. Watson
Chief
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Project VOICE

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Project VOICE

Volunteer Recorders for Discussion Groups
Region IV Workshpp, October 13 - 15, 1971

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Mrs. E. M. Davis, Jr.	Parent Volunteer Garden Hills Elementary School Atlanta, Georgia
Mrs. Margaret Gardner	Counselor J. C. Harris Elementary School Atlanta, Georgia
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Miss Karen Toliver	Youth Tutor E. R. Carter Elementary School Atlanta, Georgia
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Project VOICE

D. C. WORKSHOP
ON
RECRUITING AND RETAINING VOLUNTEERS
NOVEMBER 13, 1971

Introduction

Among school personnel who work with volunteers, the classroom teacher and the school counselor are vital elements in the success of the volunteer program. Their understanding of the role of the volunteer and the productive values to be gained by utilizing volunteer services appropriately are key factors in retaining volunteers after they have been recruited. One of the continuing responsibilities of Project VOICE in its training of coordinators of school volunteers was to assist school personnel not only in obtaining volunteers but in utilizing them for the best interests of the students in relation to learning and behavior.

The first workshop held by VOICE at Washington Technical Institute was for school administrators and supervisors. This was a necessary initial step in developing an acceptable structure for a volunteer program and one in which a coordinator of volunteers might function. A second necessary step in clarifying the coordinator's role and in strengthening the volunteer program was to involve teachers and counselors in a workshop that would focus on the recruiting and retention of volunteers. In this way they might not only gain insight into the volunteers-in-education movement but sense a personal responsibility for building effective volunteer relationships within the school setting.

Such a one-day workshop was held on November 13, 1971 in Building 20 on the Washington Technical Institute campus. One hundred persons attended. Prior to the workshop VOICE coordinator-trainees had met to discuss the most immediate problems they had encountered in the schools during their supervised training practice. Recruiting and retaining volunteers emerged as the number one problem priority. The workshop, therefore, was built around this theme. Participants included a few public school administrators and chairmen of Washington Technical Institute Departments along with counselors, teachers, coordinators, volunteers and VOICE staff.

Program Summary

Mrs. Charlean Lampley, VOICE Coordinator at the Congress Heights Elementary School presided. Dr. Irene C. Hypps, Director of Project VOICE, opened the general session with remarks on "Organizing a Volunteer Program". Dr. Benjamin J. Henley, Jr., Vice Superintendent of the District of Columbia Public Schools gave an overview of "Why Schools Need Volunteers". Mrs. Blanca Westgate described how the Spanish Education Development Center recruits and

retains volunteers. A film titled, "The Right To Read" was shown. Mrs. Marguerite C. Selden, Assistant Superintendent of the D.C. Public School, Department of Summer Schools, Continuing Education and Urban Service Corps, spoke on the history of the Urban Service Corps and invited all who were present to register with the Corps and continue their volunteer services.

After a coffee break the workshop participants divided into four problem solving discussion groups according to their respective levels of interest. Each group was asked to consider a list of suggested problems for which solutions would be suggested for recruiting and retaining volunteers. The groups were formed according to school levels in order that problem solutions would be relevant to the characteristics of school organization. These consisted of: elementary schools (2 groups), junior high schools and Washington Technical Institute departments.

Program Excerpts

Dr. Hypps in her remarks stated: "The elementary neighborhood schools have been the ones to start volunteer services but when the children get up to junior and senior high school the parents tend not to come or visit there. Perhaps the schools are further away. Perhaps the children are more mature, which means its much more difficult for secondary schools to recruit volunteers than elementary schools. Coordinators have to be strategists.

Volunteering used to be thought of as hit-and-miss programs. Such as at a bazaar - many working - doing excellent jobs and then they disappear. At all schools many parents willingly volunteer for short time projects, but we have not thought of volunteering as an organized program -- it's been a hit-and-miss type of thing. If we (educators) organized our curriculum in a hit-and-miss manner, I guess our reading scores would be lower than they are. If educators organized our faculties that way we would never know where anyone was or who was responsible for what. We have come to a point now where locally the tutorial programs are being staffed with volunteers and coordinators are being trained to help school personnel to recruit and schedule volunteer services. Volunteer services have to become organized otherwise the volunteer program in schools is going to fail, or it's going to disappear or it's just going to continue on the old hit-and-miss basis.

In this particular kind of society that we now have, where all jobs are so complex with so many different duties, if we did not organize our planning and our activities we would become frustrated with the program and just look forward only to retirement rather than the rewards that really come from doing a good job.

Program Excerpts (Cont'd)

Change is always uncomfortable. We've been closed in so long in our own school building structures and been so completely in charge there of our offices, classrooms and our materials and of our procedures that unconsciously we tend to have a vested interest in them as though these are mine and I don't want to have to bother to show anybody else how to use them, to crowd my desk, to make room for another chair, to take my time, plan with somebody rather than just telling them what I want done.

This is an opportunity for you to broaden horizens for other people. Volunteers must have as deep a commitment as you because they are not getting paid and you are. When people come in from the outside to give their time, energies, and to give their services to the school I think this is a shining virtue which we should immediately make obvious through our attitude of appreciation, acceptance and identification with them and our whole-hearted cooperation in keeping the volunteer.

Altogether VOICE has trained one hundred and fourteen coordinators for the public schools and Washington Technical Institute. Most of these trainees are still working as volunteer coordinators. If volunteer programs are to be stable the position of coordinator should be established by the Board of Education. Some pictures of the most recent coordinator-trainees at their Award Assembly will appear in this workshop report".

Dr. Hypps closed her remarks by introducing Vice Superintendent Henley as an outstanding community volunteer -- in his church, in Area L of the Youth Council, in pre-school parent education, and as the official who began organized volunteer work in the District of Columbia Public Schools as Director of the Urban Service Corps.

"Why We Need Volunteers", was treated by Dr. Henley from the stand point of the schools. He said, "that we need volunteers not only to restore confidence, to counsel, to tutor, to relieve teachers, to make surveys, but we also need volunteers to bring in innovations, to do what we as a system can not unless we have volunteer help. It just may be that with the infusion of volunteers in our schools, we will have higher expectations for our children - we will be less bureaucratic - and we just might accomplish our mission - the instruction of pupils."

Dr. Henley also indicated that the citizens in the past few years, have been losing confidence in our schools. He cited reasons such as: "they see students on the streets who ought to be in school, that they are aware of the school figures as to the absentee rate of 6% in the elementary school, 17% in the junior high school and 20% in the senior high school, that they believe that

the system is so bureaucratic or so enmeshed in red tape that the system has forgotten the reason for being - the education of children.

They, the citizens, doubt the ability of the system to deal primarily with the hyphenated American groups that have special needs such as Black-Americans, Italian-Americans, Puerto Rican-Americans, Spanish-Americans, Polish-Americans. That parents expect the system to give the child a life that the parent could not or did not have, to make the child literate, to take him off the streets, to shield him from drugs and crime. In short citizens expect the system to do what in many instances the parents themselves, cannot do.

Another specific issue or problem of the school system which gives doubt as to its success, in the minds of concerned citizens and parents, is the dropout problem. For over 3,000 students drop out of our schools each year. If we add this number of dropouts over a period of ten years, we have more than 30,000 young people between the ages of 16 and 26 who are ill equipped to support either themselves or their families. Thus we as a system contribute to problems of our city. When parents learn that upon inquiry we frequently don't know whether or not a student is in school - they really lose confidence in us. As a matter of fact for the 140,000 plus students in our school system, we have only 32 attendance officers, one for every 4,500 students in our schools. Thus, there could be established a practice of class cutting or absenteeism which could be fairly well established before we had sufficient information to contact and confer with parents.

We need volunteers to screen our children for sight and hearing defects - so that it won't be at the fifth grade level that we discover that a child is having learning problems just because he needs glasses. Students about to drop out of school need counseling - counseling, first, to stay in school and counseling and help in seeking employment. We need help with our truancy and absentee problems in calling parents - so that they will know immediately when a child is out of school, or when he has cut a class.

We need all kinds of help, to supervise lunch periods, persons to take children to health clinics, aides on our buses to help the handicapped, persons to counsel against drug abuse. Volunteers are a real asset to a school system.

I wonder if you know that the first pregnant girls for whom we as a system provided continuing education were taught by volunteers. The first aides that we had in our classes for the severely mentally retarded were volunteers. The first libraries in our elementary schools came as a result of the work of volunteers. The first classes for preschool pupils and parents were planned and operated by volunteers.

Program Excerpts (Cont'd)

So, then, many of our new programs that meet the special needs of our children are a result of the work that volunteers have done for us. And think how much more drab the lives of our children might be if it had not been for their work. We need volunteers. We need you badly."

Spanish Education Development Center

Mrs. Blanca Westgate, the Director, told about the work of the Spanish Education Development Center which has a program funded by the Office of Education and the D.C. Public Schools. She described the public school relationship with bilingual volunteers from the Center and the sixteen native Spanish-speaking teachers certified in the elementary schools. The Center conducts an experimental program for children from kindergarten through sixth grade to reinforce their perceptions of their new cultural environment. Parents are helped to become familiar with schools' curricula and methods. And students are guided in identifying their educational goals. Three of the Center's volunteers are in the Coordinators' Training Program of VOICE and are working in several of the elementary public schools.

Urban Service Corps

A previous statement was emphasized by Mrs. Marguerite C. Selden Assistant Superintendent in charge of Summer Schools, Continuing Education and Urban Service Corps of the District school system - that Dr. Benjamin Henley initiated the use of volunteers under the last named section of what is now her department. Sparked originally by cabinet officers wives and Mrs. Agnes Meyer, volunteers in the Urban Service Corps had grown to 1500 persons who give time and service in the elementary schools. The tutorial program and increases in pupils who could benefit from the volunteer service have greatly increased the need for volunteer services. She invited all persons interested to register with the Urban Service Corps and work with the school in their communities. Mrs. Selden expressed appreciation for the help of VOICE trainees and for the courtesy of having an Urban Service Corps workshop at Washington Technical Institute.

The Film

The "Right To Read" film depicted scenes of tutoring and the reaction of many different groups of children to their tutors. The narrator provided pertinent commentary both on the need for tutors and the tutoring process.

Problem Solving Group
D.C. Workshop

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Mrs. Charlean Lampley
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Congress Heights Elementary School

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D.C. Public Schools

Problem Solving Groups

Each of the four groups of workshop participants was furnished with this list of suggested problems to be discussed. But each was free to define their own.

Suggested Problems to be Discussed

How can the volunteers who are being recruited by your coordinator be:

1. increased numerically?
2. utilized to the fullest?
3. have their assignments matched with their abilities and interests?
4. scheduled conveniently?
5. given satisfactory working space and conditions?
6. made directly responsible to the coordinator?
7. receive help with special problems?

How does the school try to retain their volunteers by:

1. making them feel welcome, needed and appreciated? if so, describe.
2. supplying the necessary materials?
3. treating them with as much individual respect as that accorded professional staff?
4. communicating with them officially through the coordinator?
5. including them in the planning of whatever affects their services directly?
6. giving them public credit for their services? if so, describe.

Does your coordinator:

1. have office or some definite place where volunteers may find her?
2. have a staff person with whom she may confer?
3. receive necessary information for guidance of the volunteers?
4. have use of the school telephone and any needed clerical service?
5. feel regarded as a valuable member of the school's organization?

Should the schools recommend that a paid position of coordinator of volunteers be created? if so, how?

Excerpts from the recorders' reports, that follow, give a birds-eye view of what was asked and what were the conclusions.

D. C. Workshop Discussion Groups

Group A, "Washington Technical Institute", was moderated by Mrs. Bernice Ferrell, one of the Developmental Advisers at the Institute. There were ten workshop participants in this panel. This panel was advised that the portion of VOICE that had rendered tutorial services to WTI students was about to end as of December 31, 1971 and they were asked to comment on the future of the tutoring services.

Some of the questions discussed were: 1) Why isn't VOICE going to continue; 2) Has Washington Technical Institute made any move to pick up VOICE functions; 3) Could Developmental Advisors pick up VOICE functions; Could they act as coordinators; 4) Does student have skills when he enters Washington Technical Institute; 5) Does Washington Technical Institute need extra resource people at Media Center to aid students; 6) Why not one existing staff member to coordinate faculty, administration, students and volunteers; and 7) Will Admissions or any Developmental Advisors take responsibility for tutoring services?

Some of the responses were: 1) A Washington Technical Institute mathematics teacher says she can not meet needs of her students now, students have many varied abilities and needs; 2) No testing program exists at Washington Technical Institute to determine academic levels of students so teachers have no idea what level students are on; 3) Remedial program would not usurp teachers' roles; 4) Developmental Advisors are being trained in use of media-instructional machines and materials; 4) A recommendation could be made to the Administration that Developmental Advisors be responsible for volunteer tutoring services; 5) There is a need for tutorial services at Washington Technical Institute to cope with college level instruction materials; 6) Washington Technical Institute needs tutors, faculty load is too great to include tutoring services to students; and 7) We have the service and must try to keep it.

The following recommendations were drawn to be presented at the next faculty meeting:

1. Unqualified recommendation that Volunteer Tutoring Service at Washington Technical Institute continue to exist after the termination of such services by VOICE on December 31, 1971.

Justification:

a. The need for this service exists at Washington Technical Institute

b. The service as instigated and provided by VOICE has filled

D. C. Workshop Discussion Groups (Cont'd)

Group A, Justification: (Cont'd)

this need where no other agency has existed to do the job. (Fall quarter at WTI - 31 volunteer tutors have been involved in tutoring approximately 121 students at WTI who requested academic help, largely in the areas of mathematics and reading.)

c. The service exists at WTI and so should be kept going.

d. The service enhances the job of the Developmental Advisors and could serve as a valuable adjunct to their services in the future.

2. Explore idea of Admissions or Developmental Advisors picking up responsibility for service.

3. A paid person (Coordinator) be employed by Washington Technical Institute to structure tutoring service along existing lines and in addition to utilize the Developmental Advisors after their training is over. (April 72)

4. Next Washington Technical Institute faculty meeting one from this group be nominated to bring up the problem of continuation of tutoring service at Washington Technical Institute: to explain the function of VOICE, to explain that this service of VOICE is being terminated at Washington Technical Institute as of December 31, 1971, that the student need exists for a tutoring service, that it is up to Washington Technical Institute to pick up the responsibility for this service if it is to continue. (A panel member was elected, accepted and the other Washington Technical Institute faculty members promised backing with her presentation)

D.C. Workshop Discussion Groups (Cont'd)

Group B, "Junior High Schools", was moderated by Mrs. Lee Powell, Principal of Taft Junior High School. There were thirteen workshop participants in this panel.

Some of the questions discussed were: 1) Who in the school system recognizes the importance of volunteer coordinators; 2) How is the role of staff and volunteer clarified so that neither is threatened; 3) What are the roles of the counselor, reading staff and administrative staff in relation to the volunteer; 4) Can space be provided for the volunteer in the building; 5) Is it possible to get academic credit for high school tutors; 6) Is it possible to provide babysitting services for volunteers; 7) How can a paid position of volunteer coordinator be established; 8) Should the coordinator be paid; and 9) How can we increase the number of volunteers?

Some of the suggested answers were: 1) Teachers can and should help volunteers; 2) Teachers can help the tutors by providing worksheets for the children; 3) Representatives from various participating schools with volunteer programs would like for Leadership Training Institute to follow up on Project VOICE's work; 4) General opinion was that coordinators should be paid, that ways and means should be examined to solve this, that Title I money could be used, that the individual schools should contact their respective Assistant Superintendent advising of the important need for coordinators; 5) VOICE's commitments should not end December 31, 1971, that efforts should be made for Washington Technical Institute to explore possibilities of follow-up of the coordinator program, if WTI will not perhaps D.C. Teacher's College could continue the program; and 6) that volunteers could be increased by having each volunteer find another.

The panel recommended that efforts be made to continue VOICE's efforts and commitments through follow-up of the Leadership Training Institute, D.C. Teacher's College and Washington Technical Institute. Coordinators and volunteers were badly needed and training and workshops should be continued for same.

D.C. Workshop Discussion Groups (Cont'd)

Group C, "Elementary Schools (Section I)", was moderated by Mrs. Gloria Anderson, Principal of Noyes Elementary School. There were seventeen workshop participants in this panel.

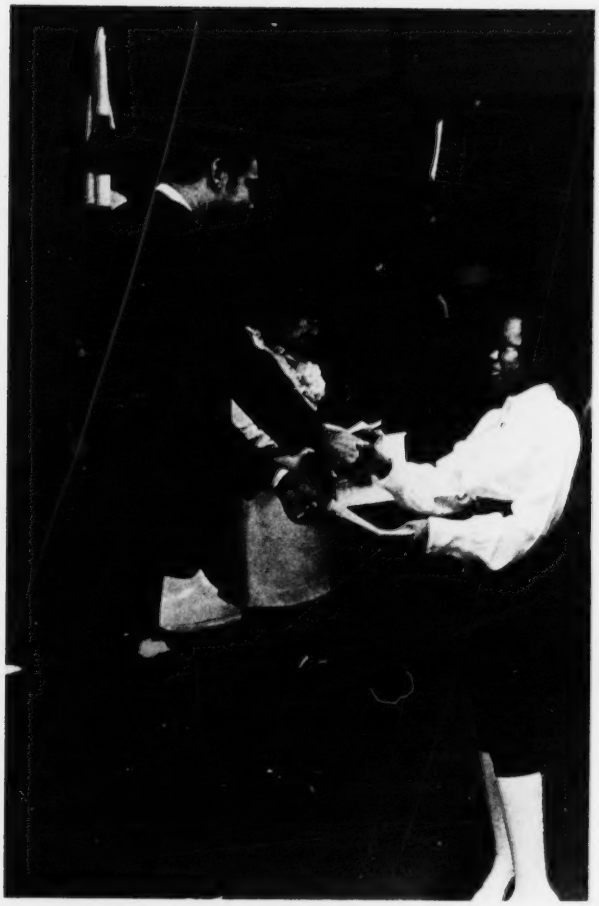
Some of the questions discussed were: 1) Where do you recruit; 2) Are there any special characteristics to look for while recruiting; 3) What persons do you recruit; 4) How do you select volunteers; 5) How do you screen; 6) How can you determine when a potential volunteer has problems of her own; 7) What, if anything, do you do about attitudes or is this important; 8) How do you retain your volunteers; 9) Is orientation, screening and training really important for a coordinator of volunteers; and 10) Should there be paid positions for coordinators in the school system?

Some of the suggested answers and comments were: 1) Contact and speak to members of the PTA, contact social clubs - ask members to adopt a child for two hours a week, advertise the need with various literature provided, place in your neighborhood - cleaners, drug stores, super markets, churches, laundrymats, beauty shops, barber shops, police stations and fire houses, through civic and community organizations and leave your name and telephone number for contact; 2) Recruiting will have to be tailored to meet individual schools in individual communities. Some guidelines or characteristics of volunteers should be that they must love children; they should be flexible, friendly and reliable; they should possess a variety of abilities, skills and talents and allow your volunteer to work in his or her particular skill and desired area; they must show interest in serving the school and must be willing to learn through indoctrination the nature of volunteer service; 3) Start with personal contacts with people you know, interview, inform, sit down and talk with the volunteers, get an idea as to their outlook, listen; contact personnel departments, write letters to presidents and board of directors informing of your need and requesting their help in terms of people, time and money; many businesses will pay for their employees to tutor during their work time and allow space and materials as a public service; 4) It would be the primary responsibility of the coordinator to screen the volunteers with the support and aid of the administrative staff assigned to the coordinator in the school; 5) Talk with your volunteers, use your judgment based on interviews and general conversations, listen to what they say, observe how they act, how they behave, do they appear extremely nervous, observe the volunteer with a child to see how he or she behaves with that child, with children are some of the ways to determine if a potential volunteer has problems of his own - the school is not the place for a volunteer to receive therapy for his or her personal problems if he or she is there to assist others;

D. C. Workshop Discussion Groups (Cont'd)

Group C, Section I (Cont'd)

6) Attitudes do matter - attitudes of the administration as well as in the community; recognizing how misunderstood the role of the coordinator and her volunteers can be, we must move rather cautiously in this direction, first there must be a need expressed by the teacher, these needs should be coordinated through established channels within the school, and turned over to the coordinator. Be very careful with the image of your coordinator, she need not be pulled between two or three school staff people, she needs to know to whom she is responsible, show enough respect for her ability to do what she was sent to the school to do. In the event one volunteer does not suit a teacher's needs the teacher should inform the coordinator who will provide another. It isn't easy for the coordinator to convince a housewife without specialized training that she is needed and can assist in the schools. The housewife probably feels that she cannot help because she is not a well trained professional, but the coordinator is able to recruit the housewife because the coordinator after showing the housewife a first or second grade reader realizes that maybe she is able to help after all. Community relations are improved when coordinators and volunteers are able to see some of the day-to-day problems teachers and administrative staff are confronted with. They are in a better position to convince others in the community of special needs, in turn, understanding and respect is afforded both the community and the school and a kind of unity evolves all through attitudes. The coordinator is in the school to coordinate, let her; 7) Attitudes will help you to retain your volunteers, how volunteers are treated will determine whether or not they will stay with you; volunteers need ego satisfaction in the service they give as well as teachers; show them that they are welcome, needed and are appreciated; 8) Orientation, screening and training are ways of informing of the needs of the program, weeding out those unsuited for varying reasons, and preparing volunteers for specific areas of need before they are actually placed to work with our students; and 9) Coordinators should be paid, their jobs are continuous, they are required five days a week and much of their work continues after hours in preparation of the next days needs; paid coordinators should be trained coordinators.



D. C. Workshop Discussion Groups (Cont'd)

Group D, Elementary Schools (Section II)", was moderated by Mr. Frederick P. Baluch, Principal of Emery Elementary School. There were fourteen workshop participants in this panel.

Some of the questions discussed were: 1) How can volunteers be retained; 2) What is the function of a coordinator of volunteers; 3) What methods can be used to recruit new volunteers; and 4) How do teacher attitudes affect volunteers?

Some of the comments and answers were: 1) Some of the best ways to retain volunteers are: a) welcome them into the school and treat them with the same respect and professionalism as you would a regular faculty member; b) try to eliminate minor problems which the volunteer may face including babysitting needs, lunch and transportation; c) Sell the need for volunteers by using the media and public relations techniques; 2) The function of a coordinator is to sell the needs of the program, recruit volunteers, train volunteers and place them where they are needed; 3) One must constantly be recruiting so that you have a ready supply at all times, offer public recognition to volunteers to show appreciation of their services, plan a community banquet and present a certificate or a memento; and 5) Principals, if aware of teachers' hostile attitudes, should try to eliminate such by using faculty meetings as forums on the proper use and treatment of volunteer and teacher. Different recruiting and retention methods work in different areas, each school must assess its needs with skills available from the volunteers.

Evaluation

No over-all evaluation was requested from the participants of the workshop as a whole. They were requested, however, to list useful ideas that they got from the general session and the problem-solving groups. Their answers are annexed. A final question was, "Am I more motivated than before to strengthen the volunteer services our students receive?" The response was an overwhelming 100% "yes".

RESPONSES TO EVALUATION QUESTIONNAIRE
FROM THE PROJECT VOICE D.C. WORKSHOP
NOVEMBER 13, 1971

Project VOICE

QUESTION NUMBER ONE: WHAT WAS THE MOST USEFUL IDEA THAT I GOT FROM THE GENERAL SESSION?

ANSWERS:

1. The work of the coordinator - the success of the program depends on a good coordinator
2. It is good because we knew different problems and orientations
3. How the volunteers who are being recruited by the Coordinator can be retained
4. The importance of volunteering
5. Emphasis on teaching students to read The importance of the Volunteer Program
6. Volunteers greatly complement the schools and more are needed to aid in the school system
7. The film, it hit deep within what a useless life children will have if they can not read in later life
8. How to make your volunteers feel important in the job
9. How to recruit volunteers
10. How to make the volunteer feel important
11. The volunteer is greatly needed
12. Need of Volunteers in Education
13. The dire need for continued volunteer service
14. Project VOICE must keep going
15. That there is a great need for volunteers
16. New teaching methodology Awareness of the existence of a volunteer program
17. Service of tutorial services, volunteers and community relationship
18. The invaluable service volunteers have rendered in the educational institutions
19. No single idea - generally improved knowledge of Project VOICE

ANSWERS TO QUESTION NUMBER ONE (Cont'd)

20. That the volunteer can be a useful aid to the teacher

21. Yes, confirmation from Administrators that we are needed

22. The overall forceful feeling more and more volunteers are essential to the success of our current solutions to school problems

23. To deal with people more effectively

24. Ways of retaining volunteers

25. Ideas on retaining volunteers

26. Schools need to change their ideas about volunteers

27. The volunteers have needs that the school needs to meet in order to facilitate a successful program

28. Just enjoyed the whole session

29. Establish some kind of credit system so that volunteers can earn something in lieu of money

30. Volunteers are needed; must be made to feel welcome and that their services are valuable

31. How to attempt to retain volunteers Ways of obtaining volunteers, etc.

32. Why people do not like to volunteer

33. Calling parents to inform them of pupils irregular attendance

34. Very effective film with its implications

35. The impact of volunteer services in the Educational process

36. Various services volunteers could do in schools

37. Being in close communication with teacher and principal

38. That volunteers and schools need each other in providing a quality education for all youngsters

39. Everyone has value and should be made aware of his value

40. That the concept of Volunteers in Education has been or is being considered on a national scale and that there are several ways of organizing volunteers such as on an area wide basis rather than by duplicating efforts in individual buildings

41. The idea that volunteers are needed badly because the system has become too bureaucratic. We need to get back to the idea of coordinating the community and the educational system

42. To support the concept of continuing Project VOICE and making it, or a similar type program a part of the D.C. School System

43. None. The movie was nice

44. The importance of finding a way to put a project across

45. That the use of the volunteer is important and very helpful to student and teacher alike and much desired

46. There is a place for everyone

47. Other means of holding interest of volunteers.

Project VOICE

QUESTION NUMBER TWO: WHAT IN MY DISCUSSION GROUP PROVED MOST HELPFUL?

ANSWERS:

1. Tact in handling volunteers and teachers
2. About how hard the volunteer works
3. How does the school try to retain their volunteers
4. The importance of the coordinator
5. The interaction of the group on basic questions:
   a) Be selective in recruitment
   b) Be appreciative of services
6. The idea of making the volunteer feel self-worth and appreciation
7. How to retain volunteers and what the coordinator role is, and what others have done to strengthen volunteer services
8. The way to approach the problem of getting volunteers
9. Pointers in community relationship
10. The way to approach the problem of getting volunteers
11. Everyone is aware and every effort is being made to solve the problems confronting volunteers
12. The recommendation about tutors to be expressed to Washington Technical Institute faculty
13. A real analysis of needs for continued use of volunteer services for WTI students
14. The talking about students' needs in different subjects
15. That WTI is concerned to continue the tutorial services of VOICE and intends to try to carry on its function
16. Awareness of the existence of VOICE - need for a continuing tutorial service
17. Open discussion, sincere recommendations from members in favor of continuing a form of tutorial service
18. Recommendations for continued need and use of volunteers on WTI campus

ANSWERS TO QUESTION NUMBER TWO (Cont'd)

19. All of it! (Dealt with future of WTI program)

20. That we can help keep a needed service available

21. Hearing the actual coordinators tell of their experiences in recruiting and directing volunteers

22. Relating of coordinators from VOICE as to their procedures in the school

23. How to retain volunteers

24. Workshop and ways of helping volunteers

25. The interaction between participants

26. Exchange of ideas re: recruiting volunteers

27. The interchange of ideas

28. Got a lot of good ideas from people in other schools on how they recruit and retain volunteers - principal the liaison person and makes the volunteers feel welcome and part of the faculty

29. Ways of making volunteers feel welcome

30. It is very helpful when volunteers know each other, the Red Cross and Urban Service Corps can be instrumental in training volunteers

31. The fact that we all have similar problems and are trying to improve the program

32. Relative concerns of peers

33. Give and take of services

34. Developing a mechanism to further transmit the idea volunteer services in the Public School System

35. The realization that the coordinator of volunteer services for each school be a paid position

36. Having a paid coordinator for volunteers. Hearing experiences of other schools. To hear from individual coordinators

37. Expanding the program in the community and raising funds for volunteers

ANSWERS TO QUESTION NUMBER TWO (Cont'd)

38. Methods or procedures used to introduce the volunteers into the classroom program

39. To hear how other schools are getting and using volunteers and coordinators

40. The idea of setting up "baby sitting" services in the school while their parents serve as volunteers. The vital role of the coordinator in helping to implement aspects of the Academic Achievement Program

41. The idea that a volunteer coordinator is desperately needed and a stipend be granted to each coordinator

42. The exchange of ideas and experiences in use of volunteers

43. The idea that volunteer coordinators must be made a salaried position

44. How out of it, we parents were in knowing what's going on

45. The ways of recruiting the most dependable volunteers and keeping them

46. That volunteers are useful in many ways

47. Everything very valuable

48. The experiences of the principals in dealing with the volunteer programs in their schools.

Project VOICE

QUESTION NUMBER THREE: AM I MORE MOTIVATED THAN BEFORE TO STRENGTHEN THE VOLUNTEER SERVICES OUR STUDENTS RECEIVE? IF SO, WHAT?

ANSWERS:

1. Yes, very much so
2. Yes, because I've learned new things and new ways
3. Yes, to go back and plan more fully for the use of volunteers in the school
4. Yes, by taking a more active role in recruitment; empasizing the positive aspects to retain volunteers
5. Yes, the areas of concentration should be widened to included children who want individualized attention and the educationally handicapped child should not be overlooked
6. Yes, try to request more teachers to help to train volunteers
7. Yes
8. Yes
9. Yes, try harder
10. Yes, Project VOICE made me aware of the needs of the students
11. Yes, the necessity of continuation of tutorial services at WTI
12. Indeed I am. To work, in my capacity, to see that WTI students' needs are brought to attention of administrators and help in developing plans
13. Yes, to offer any assistance possibile in arranging for the continuation of VOICE in WTI
14. Yes, continuation of tutorial service
15. Greatly reinforced in my beliet. The fact that 112 students availed themselves of tutorial services on their own volition suggests that many more will utilize this service once the need will have been determined and established
16. Yes, to go before the faculty and present a case for continued services of volunteers on WTI campus

ANSWERS TO QUESTION NUMBER THREE (Cont'd)

17. Yes, by recommending not only continued retention, but more institute official recognition and participation

18. Yes, put the machinery in action to make this service a part of every school on every level

19. Yes, to recruit more and help volunteers feel really needed

20. There are no limits to volunteer services. Would now like to research and develop depth to their services as well as expanding it. This is an exciting work

21. Yes

22. Yes, from suggested ideas

23. Yes, to enable every student needing individual assistance to receive assistance

24. Yes, begin recruiting people for various school needs working with coordinators

25. Yes, continuing the implementation of the program

26. Yes, find out more about the volunteers and give them more training in what they want to do

27. Yes, improve the climate of acceptance and welcome for volunteers

28. Yes, very definitely. If the stipend is forthcoming, it will be used in this area... "the get acquainted" time, supplies for volunteer coordinators, etc.

29. I am always motivated when people are trying to improve a situation

30. More than ever

31. Yes

32. To be of greater assistance to the coordinator assigned to my building

33. Very much so

34. Yes, to try to get support from Principals' Associations, Counselors' Associations, PTAs and Community School Advisory Council for continuation of Project VOICE. I liked the variety of the whole program. I would like to have a cross-section from elementary through WTI in the groups

35. Yes, reading, writing and mathematics

ANSWERS TO QUESTION NUMBER THREE (Cont'd)

36. Yes, the need for volunteer service is acute. Action is needed to get program funded

37. We need more volunteers and I shall work to get volunteers in my building. Through PTA meetings and sections alike

38. Yes, through recommending that the Coordinator of Volunteers becomes a permanent position in the school with compensation comparable to the services rendered. Further that Project VOICE be continued and the Program transferred to D.C.T.C. with the express purpose of training Coordinators and Tutors for D.C. Public Schools

39. Yes, I plan to use my contact with the Neighborhood Planning Councils to get more volunteers. I know this can be done

40. Yes, more active, vocal promotion of recruiting volunteers for instructional reinforcement; monitoring and clerical duties in the schools. I also support the idea of paid Coordinators of Volunteers

41. Yes, aid in contacting parents of students I teach

42. Trying to get more mothers.

43. Yes, by being able to help students by tutoring. Help teacher in class coverage, and the principal in office work, and other related duties

44. Yes, make use of all the spare time I have as a volunteer

45. Yes, school personnel stressed need and value of our program.

Project VOICE

D. C. WORKSHOP
ON
RECRUITING AND RETAINING VOLUNTEERS
NOVEMBER 13, 1971

NAME	POSITION
Mrs. Charlean Lampley	VOICE Coordinator Congress Heights Elementary School
Dr. Irene C. Hypps	Director, Project VOICE Washington Technical Institute
Dr. Benjamin J. Henley	Vice Superintendent D. C. Public Schools
Mrs. Blanca Westgate	Director Spanish Education Development Center
Mrs. Marguerite C. Selden	Assistant Superintendent Department of Summer Schools, Continuing Education and Urban Service Corps D.C. Public Schools
Mrs. Bernice P. Ferrell	Developmental Advisor Washington Technical Institute
Mr. Thomas A. Fleek	Director Police Science, Washington Technical Institute
Mr. Michael L. Goldman	Department of Environmental Science Technology Washington Technical Institute
Dr. R. Charles Long	Chairman Department of Business Technology Washington Technical Institute
Mr. Alfred O. Taylor, Jr.	Instructor Washington Technical Institute
Mr. Charles A. Dabney	VOICE Mathematics Tutor Washington Technical Institute
Mr. Willis M. Holmes	VOICE Mathematics Tutor Washington Technical Institute

Project VOICE

NAME	POSITION
Mr. Frederick P. Baluch	Principal Emery Elementary School D.C. Public School System
Mrs. Joan S. Benesch	Volunteer Coordinator Urban Service Corps D. C. Public Schools
Ms. Lydia L. Bowen	Community Program Coordinator Logan Community School
Mr. Earnest R. Devoe	Assistant Principal Garnet-Patterson Junior High School D. C. Public School System
Mr. John F. Harps	Principal Leckie Elementary School D.C. Public School System
Mr. Andrew E. Jenkins, III	Principal Macfarland Junior High School D.C. Public School System
Ms. Louise A. Kemp	Assistant Director Department Summer Schools, Continuing Education and Urban Service Corps D.C. Public School System
Ms. Dorothy F. Little	Assistant Principal Kimball Elementary School D. C. Public School System
Mr. Walter M. Morris	Principal Watkins Elementary School D.C. Public School System
Ms. Margaret L. Murray	Principal Langley Junior High School D.C. Public School System
Mrs. Teresa B. Posey	Principal LaSalle Elementary School D. C. Public School System

Project VOICE

NAME	POSITION
Mr. Lee E. Powell	Principal Taft Junior High School D. C. Public School System
Ms. Florence J. Radcliffe	Principal Edmonds - Peabody Elementary School D. C. Public School System
Ms. Helen H. Safrit	Principal Bancroft Elementary School D. C. Public School System
Ms. Margaret W. Stewart	Assistant Principal Terrell Junior High School D. C. Public School System
Mrs. Ophelia C. Daniels	Counselor Noyes Elementary School D. C. Public School System
Mrs. Helen A. Gilbert	Counselor Leckie Elementary School D. C. Public School System
Mrs. Vera E. Lindia	Counselor Garnet-Patterson Junior High School D. C. Public School System
Mrs. Letitia O. Randall	Counselor Macfarland Junior High School D. C. Public School System
Mrs. Doris S. Thompson	Counselor Kimball Elementary School D. C. Public School System
Mrs. Eddie H. Caul	Teacher Eckington Elementary School D. C. Public School System

Project VOICE

NAME	POSITION
Ms. Rosa L. Davies	Teacher Emery Elementary School D.C. Public School System
Miss Royse D. Faulkner	Teacher Noyes Elementary School D.C. Public School System
Mr. Thomas F. Herrmann	Teacher Langley Junior High School D.C. Public School System
Ms. Willetta Langon	Teacher Logan Community School D.C. Public School System
Mr. Albert L. Law	Teacher Terrell Junior High School D.C. Public School System
Ms. Barbara C. McSweeney	Teacher Bancroft Elementary School D.C. Public School System
Mrs. Guinevere D. White	Instructor Project VOICE
Ms. Lacey C. Collins	Volunteer LaSalle Elementary School D.C. Public School System
Mr. Harold E. Masters	Visitor
Ms. Bernetta Walker	Volunteer Taft Junior High School D.C. Public School System
Mr. Kearn G. Weatherly	Visitor
Ms. Beverly A. Woods	Volunteer Leckie Elementary School D.C. Public School System

Project VOICE

NAME	POSITION
Mrs. Ireatha R. Bell	VOICE Coordinator
Ms. Lucy Betancourt	VOICE Coordinator
Mrs. Reba Chambers	VOICE Coordinator
Mrs. Yvonne W. Collins	VOICE Coordinator
Mrs. Nellie M. Covington	VOICE Coordinator
Mrs. Earnestine Craft	VOICE Coordinator
Mrs. Thelma Florence	VOICE Coordinator
Mrs. Bernice Frye	VOICE Coordinator
Mrs. Anna P. Gilcrest	VOICE Coordinator
Miss Marina Gonzales	VOICE Coordinator
Mrs. Myrtle G. Herndon	VOICE Coordinator
Mrs. Bertha M. Jones	VOICE Coordinator
Mrs. Josephine King	VOICE Coordinator
Mrs. Willie Lynch	VOICE Coordinator
Mrs. Elaine Marcellus	VOICE Coordinator

NAME	POSITION
Mr. Harry B. Merican	VOICE Coordinator
Mrs. Ellen L. Ozga	VOICE Coordinator
Mr. Richard L. Sowell	VOICE Coordinator
Mrs. Willie Mae Robinson	VOICE Coordinator
Mrs. Josephine E. Robinson	VOICE Coordinator
Mr. Lawrence E. James	Associate Director Project VOICE Staff
Mrs. Barbara Arnold	Assistant Director Project VOICE Staff
Mrs. Loretta C. Hanes	Assistant Director Project VOICE Staff
Miss Judith Butler	Research Assistant Project VOICE Staff
Mrs. Faith Gallo	Research Assistant Project VOICE Staff
Mr. Neil McPhie	Administrative Assistant Project VOICE Staff
Mrs. Mildred E. Gray	Administrative Secretary Project VOICE Staff